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THE STEPHENS COLLEGE HOUSE PLAN--EXPERIMENTATION AND EVALUATION.

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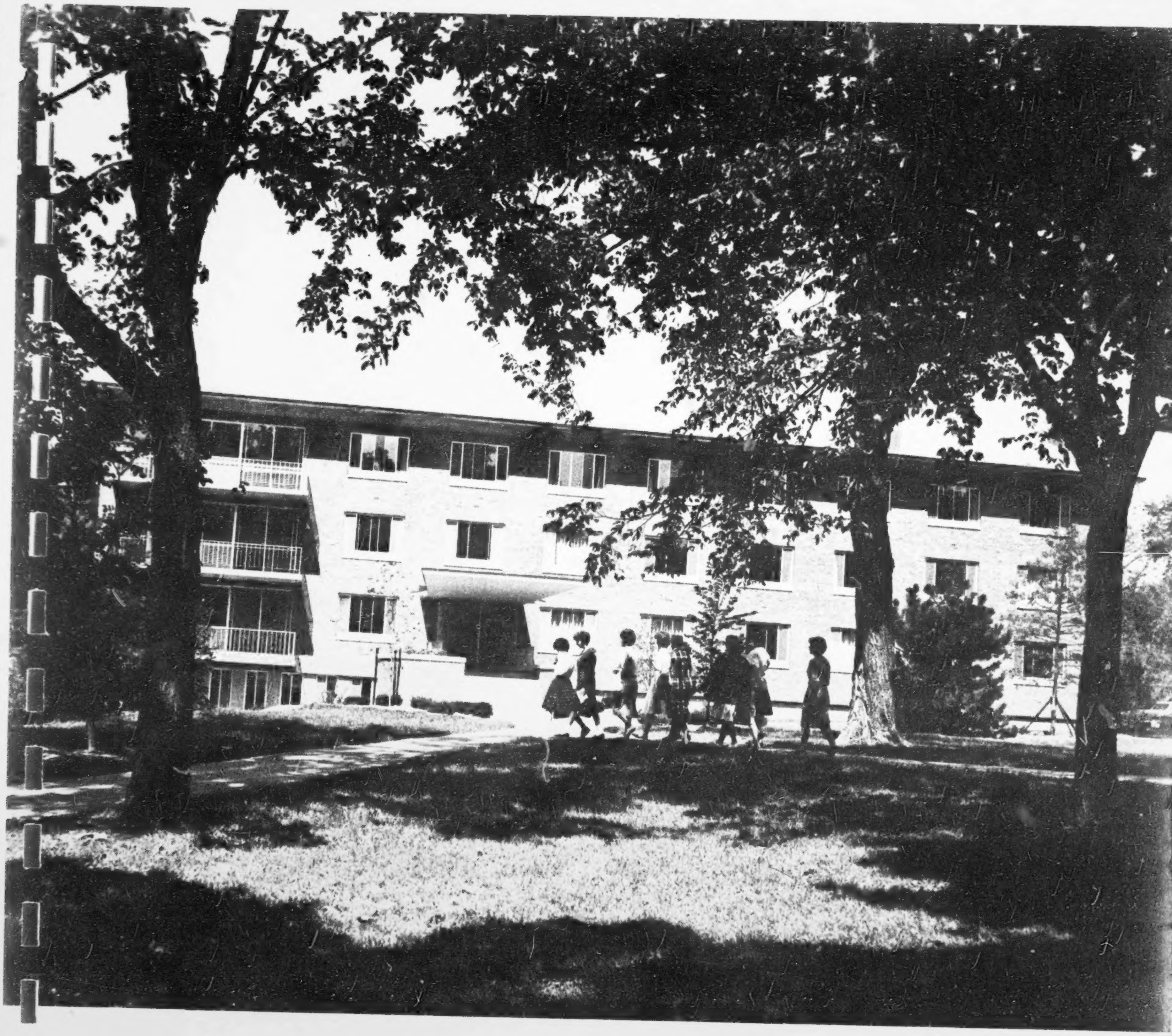
STEPHENS COLLEGE INTRODUCED A "HOUSE PLAN" IN THE FALL OF 1960 AS AN EXPERIMENT IN USE OF THE RESIDENCE HALL AS A CENTER FOR BOTH LIVING AND LEARNING. RESIDENT COUNSELORS AND FACULTY MEMBERS WORK WITH THE STUDENTS IN ANY ONE HOUSE, INSTRUCTING THEM IN A COMMON BODY OF GENERAL EDUCATION COURSES AND HELPING THEM WORK OUT THEIR EDUCATIONAL PLANS. THE INSTRUCTION MAKES USE OF EXPERIMENTAL PATTERNS OF TEACHING, THE POTENTIALS OF GROUP STUDY, AND AUDIOVISUAL AND ELECTRONIC EDUCATIONAL DEVICES. HAVING THE FACULTY TEACH A BASIC BODY OF INFORMATION PREVENTS THE OVERLAPPING OF COURSE MATERIAL AND FACILITATES DEMONSTRATING THE RELATIONSHIP BETWEEN DISCIPLINES. THE FLEXIBLE SCHEDULING RESULTING FROM THE HOUSE PLAN PERMITS EXTENDED GROUP FIELD TRIPS AND PROVIDES THE FACULTY WITH MORE TIME FOR PROFESSIONAL GROWTH. (AD)



Stephens College
HOUSE PLAN

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Stephens College Educational Report: III

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE STEPHENS COLLEGE HOUSE PLAN

Experimentation and Evaluation

Edited by

Ralph C. Leyden

Director of Educational Development

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 1 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Description and report on the Stephens College House Plan during a three year program of experimentation, development and evaluation. Submitted to The Fund for the Advancement of Education by Stephens College, Columbia, Missouri, January, 1966. Seymour A. Smith, President.

Stephens College
Columbia, Missouri, U. S. A.

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INTRODUCTION: THE STEPHENS COLLEGE HOUSE PLAN

A New Approach Toward Living and Learning on the College Campus

Ralph C. Leyden

The Stephens College House Plan was introduced in the fall of 1960 as an experiment to exploit the potential of the living and learning aspects of undergraduate education. For three academic years, 1960-1963, several patterns of organization, of courses, of teaching, of activities and of scheduling were tried. These three years constitute the intensive "experimental period" which was made possible by a grant from The Fund for the Advancement of Education for $160,300 over the three-year period to support experimentation with both house plans and development of a set of basic courses. (The latter study is reported in another publication recently released by Stephens College: The Basic Courses at Stephens: Revision and Projection.)

The house plan is a method of organizing a program of instruction so as to bring the living and learning functions into closer relationship and to heighten their complementary aspects. The plan which has developed at Stephens is based on using a residence hall as a unit with a particular group of students and faculty assigned to it. It limits the number of students in the program so that those selected can profit best from the combination of courses included and from the close association between faculty and students in the plan.

During the period of experimentation, the Stephens College House Plan evolved several characteristics to promote effective education and yet to relate its program to that of the rest of the campus.

1. The residence hall is the center of both living and learning for House Plan students. The residence hall has, in addition to student rooms and recreation rooms, faculty offices and rooms for classes.

2. Five faculty members assigned to the House Plan are thus closely associated with each student in the program. Four teach the four basic courses which she will study and the fifth is her residence hall counselor. Each of the five is also the adviser of the particular students assigned to him. Since all five have their offices in the hall, they are readily available to share experiences in the educational program. The House Plan students and faculty sponsor within the hall projects in addition to those available in the College's program for all students.

3. In the House Plan, composed as it is of a group of selected students, the faculty encourages students to explore and to develop their own talents and capabilities. There are many opportunities to do research projects, to take part in field trips and to do independent studies and report on these to both faculty and other students. A major project is carried out under faculty supervision through field study either in New York City or in Columbia, Missouri, whichever the student chooses. Each student thus has an exceptional opportunity to discover the excitement and reward of sharing her experiences and insights with others in the program as she progresses in her education.

4. The House Plan, like other programs available to entering students at Stephens, can lead to any of the degrees offered by Stephens: the two-year Associate in Arts degree, the Bachelor of Fine Arts degree, or the Bachelor of Arts degree.

5. The House Plan differs from other study programs at Stephens in its organization, in the closer association fostered, and in the range of approaches to study and learning. Although similar experiences are available to students not in the House Plan, this program is organized to intensify these characteristics, which are enhanced by the living and learning environment of the House Plan. This curriculum gives a student both a basic liberal

education program of integrated study and an opportunity to pursue further exploration and special interests.

6. Courses for the House Plan students are chosen for their fundamental contribution to each student's total education. They are taught so as to reveal their meaningful relationship of subject matter. The combination of courses gives a first-year student a foundation for a distinctive liberal education. The courses are:

First Year English (English 101-102). This emphasizes the full understanding and expression of meaning through reading and writing. Each student is encouraged to develop her individual talents and potentialities.

Basic Beliefs in Human Experience (Philosophy 101-102). The student considers questions fundamental to a woman's concern for the meaning, purpose and philosophy of life.

Contemporary Social Issues (Social Science 101-102). The student is introduced to civic and world problems which women must understand.

General Humanities (Humanities 101-102). A study of the arts, ranging from drama to music, from architecture and painting to dance and sculpture, provides understanding, enjoyment and a basis for making one's own judgments in the arts.

Ideas and Living Today (Interdivisional 101-102). Ideas pertinent to our society and world are presented by lectures over closed circuit television and discussed in small groups led by the House Plan faculty. The course introduces the student to the real meaning of becoming broadly and liberally educated.

Physical Education. Each student selects her own physical education course from the wide variety available at the College.

Elective Courses. Every student may select 5 credit hours of additional courses (normally one three-hour and one two-hour course) to explore other subject areas outside the basic House Plan core of courses. The Stephens College House Plan is now a permanent part of the curricular program at Stephens College and is usually referred to as simply the House Plan.

The story told in this report is the fascinating one of the three years of experimentation and refinement. Faculty and students participated in the experimentation vigorously and enthusiastically. Faculty, given considerable freedom to depart from usual patterns and procedures, responded imaginatively. They developed a wide variety of methods intended to make teaching and learning more effective and to free both themselves and students from routines having questionable value.

This report of that experimentation is intended to serve both as an official final report to The Fund for the Advancement of Education which supported the experimentation, and as an educational report to other educators interested in what is becoming a somewhat widely adopted pattern of organizing undergraduate education.

The house plan type of organization can be recognized in the "small college" pattern being developed on such large university campuses as Michigan State University, the University of California at Santa Cruz, University of the Pacific and Rutgers. As Dr. Esther Raushenbush said in the December 1, 1965 College and University Bulletin, "These colleges will be the preservers and encouragers of that kind of education that goes on when teachers and students know each other and work with each other.... Independent study, experimental curricula and student faculty contact will be the characteristics of these colleges."

Many persons have contributed directly and indirectly both to the experiment and to this report. President Seymour A. Smith and Dr. James G. Rice, Academic Vice President, gave enthusiastic support and most helpful suggestions throughout the experiment. Dr. Lewis B. Mayhew, Research Consultant, followed closely the various stages of experimentation and conducted the more formal evaluation of the experiment.

Particular appreciation is due to the coordinators of the individual House Plans. Mr. Madden contributed vigorous initial leadership during both the first and second years as Coordinator of the West Hall House Plan. During the second year, Dr. Michael Biloz was Coordinator of the Terrace Hall House Plan and Dr. Edwin S. Miller was Coordinator of the Fielding Smith Hall House Plan. Miss Dorothy Martin was Coordinator of the West Hall House Plan during the third and subsequent years.

The present report is possible only because the coordinators and faculty of the several plans provided previous detailed reports and evaluations of their undertakings. These faculty, as the report indicates, contributed invaluable ideas, effort and enthusiasm to the project. They include: Miss Grace Allardice, Dr. Leslie M. Bates, Dr. Michael Biloz, Mrs. Jewel Chapman, Mrs. Sara Ann Fay, Mr. V. Dean Funk, Miss Naomi Holt, Mr. D. Lee Howell, Mr. Raymond H. Jahn, Mr. Jack D. LaZebnik, Dr. Adele Leonhardy, Mr. Arthur McArthur, Mr. Charles Madden, Miss Dorothy Martin, Dr. Edwin S. Miller, Miss Dustin Myers, Miss Davida Olinger, Miss Mary Omer, Mr. James Shirky, Mrs. Bernice L. Williamson.

Finally, it is pertinent and may entice the reader to read further to quote from some of the participants in the experiment that evolved the Stephens College House Plan.

Mr. Charles F. Madden in his report of the 1961-62 West Hall House Plan said, "As coordinator for these first two experimental years I have felt as though I were making some contribution to the avant garde in education. My position as coordinator has put me in touch with several facets of education which were relatively unknown to me and everywhere I have talked about the House Plan I have felt the audience's interest. Whether I have described the instruction, as to the leaders of our own alumnae organization; the relation of the physical plant to instruction, as to the American College Personnel Association; or the uses of television in our instructional program, as to the DAVI Convention in Kansas City; the audience has responded with questions which presage an adaptation of our experiment to their own uses. This is the exciting part--to watch an idea grow!"

Miss Grace Allardice, a residence counselor said of her 1961-62 experience, "To have the dormitory a place of learning as well as living was most interesting and exciting. Classes and lectures were carried on in the lounges and parlor which are usually reserved for fun, for the most part, in most dormitories. Students picked up from the reception desk assignments and graded papers. Teachers put announcements on the hall bulletin boards usually used for non-academic hall business. Original projects were presented in the parlor such as original poems, songs and dance for Humanities, as well as exhibitions of art work. The students seemed to enjoy all of this. Teachers going in and out of the building would stop and chat with the girls or with the residence counselor's staff. After a time, all of this seemed to be natural for the dormitory, even the biological experiments going on in the project room with white rats, fruit flies and mice."

Dr. Lewis B. Mayhew in summarizing the applicability of the Stephens College House Plan experimentation says, "An important factor in a project such as this is the relevance of the findings for other institutions. Is it possible that the house plan concept could be adapted to help solve some of the vexing issues which plague higher education?

The house plan clearly serves as a model by which large groups of students can be divided into smaller groups to achieve those educational objectives which require face-to-face contact. Cluster colleges, particularly in the schools of liberal arts and sciences in the largest institutions may well be the answer."

Stephens College considers its House Plan experiment sufficiently successful not only to have made it a permanent feature of the College program but also to warrant further extension and adaptation to other parts of its program whenever this seems desirable. At the same time, the College encourages continued experimentation with the existing Stephens College House Plan by its faculty.

On the first annual spring tour in 1960, House Plan student visits the New York Museum of Modern Art. She is shown viewing sculpture by Henry Moore.

THE FIRST YEAR: PLANNING AND INNOVATION

Ralph C. Leyden

Many educators are concerned that the constantly increasing numbers flooding into our colleges and universities will threaten the kind and quality of education which those students need to meet the kind of future which they face. It is not surprising then that today the patterns of education at all levels are being scrutinized and re-evaluated. Some changes are inescapable. It is the educator's responsibility to see that the best of the past is preserved at the same time that we investigate and strengthen ways of teaching and learning.

The Stephens College House Plan is one of the ways in which Stephens is attempting to heighten the effectiveness of its program of basic education. Those who are familiar with Stephens College know that in its program of education for women, it has long been devoted to providing a broad basic education accompanied by a genuine concern for the individual's development. It has deliberately encouraged among its faculty the development of courses, methods of teaching and counseling and organization of extra-curricular activities so that both these goals might be achieved.

Origin of the House Plan Concept

The concept of the Stephens College House Plan grew out of the concerns for teaching stimulated further by faculty discussions about the values of team teaching at the college level. Members of the College's Educational Planning and Research Board and the administration asked themselves "if there are distinct educational advantages in team teaching, would not these be increased and intensified by bringing learning and living closer together--

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Note: This report of the first year's experiment is adapted from the "Stephens College House Plan" by the same author, which appeared in the Journal of the National Association of Women Deans and Counselors, January 1962.

using residence halls more extensively as a center for both activities?" Further discussion led to the decision to undertake experimentation beginning with the fall of 1960-61. Planning than began in earnest.

As one of the outcomes of the College's just completed self study, the program of basic courses was undergoing intensive study and some revision of content. The Board decided that four of these courses should constitute the core of the House Plan program for its first year. These courses, each of which carried six semester hours of credit, were Communication (now English 101-102), General Humanities, Contemporary Social Issues and Beginning Psychology. In addition, the Board included the required teleclass, Ideas and Living Today, a two credit course which introduces students to the meaning and scope of liberal education as revealed by significant contemporary problems. Each of these courses was to be taught by a faculty member assigned to the Plan. With the required physical education course, this program allowed students to take five additional elective hours if they wished. Since this combination of courses is most frequently elected, it seemed likely to provide enough students for the initial experiment. Still another reason for choosing these courses was their potential for developing relationships among them.

The Committee hoped that through the House Plan the College might increase its impact upon the student's total educational experience and at the same time encourage practices and procedures which would have implication for the total program of the College, such as more flexible scheduling of classes, using residence halls more effectively, increasing cooperation between faculty and students and providing more opportunity for experimentation with new ways of teaching and learning.

In February, 1960, five faculty members were appointed as the staff of the Stephens College House Plan and West Hall was designated as the residence. It was not difficult to enlist the faculty members. They were teachers interested in new ideas to whom the opportunity to experiment was appealing. Individually their experience ranged from one year of college teaching to several years. Three of the five were women and two were men. One of them, Mr. Madden, teacher of Communication, was asked to serve as coordinator of the staff. Another of the five was the residence counselor, a young woman with a Master's Degree in Counseling and Guidance who also holds a degree in Musicology. The other three were teachers of the other basic courses in the program. All five of the faculty members were discussion leaders for the Ideas and Living Today class. Each of the five also served as an adviser.

Since the hall chosen accommodated one hundred entering students, twenty were assigned to each faculty member as advisees whereas throughout the campus twelve is the maximum number assigned to any one person. The faculty chosen was agreeable to this. They expected the Plan to provide more opportunity to know their advisees better through almost daily contact.

For the remainder of the 1959-60 year these five faculty members met frequently for preliminary discussion of their plans. During an intensive two-week summer workshop, they identified for themselves and their students objectives which indicate the great potential they felt the House Plan might possess. Those objectives, which were repeatedly reaffirmed through the experimental years, are as follows:

1. To create an atmosphere conducive to intellectual growth.
2. To stimulate and facilitate self-learning and individual initiative.
3. To integrate dormitory living with the academic program.
4. To explore new patterns of teaching (i.e., large group meetings,

seminar sessions, tutorial, reflective periods).

5. To develop and experiment with methods of instruction using closed-circuit television and other audio-visual or electronic devices.
6. To study factors in group dynamics which produce more effective learning.
7. To eliminate overlapping of subject matter from several disciplines and to show the relationship between the disciplines.
8. To experiment with the use of time in:
    a) new patterns of class scheduling;
    b) counseling situations, particularly group counseling;
    c) utilizing out-of-class experiences as extensions of instruction (i.e., field trips, cultural events).
9. Through flexibility in scheduling, to allow the faculty more time for professional growth.
10. To integrate the counseling function and the instructional function of the faculty member.
11. To experiment in the extra-class program with
    a) new organization in a junior hall;
    b) giving responsibility to new students as early as possible;
    c) new responsibilities for the Senior Sister;
    d) use of hall meetings to support the academic program.

Since it was intended that the students for the House Plan should represent a cross section of Stephens College student population, any student who had been accepted for admission was eligible to apply for the House Plan with its concomitant program of basic courses and residence in West Hall, if that program fitted her educational plans. Two hundred sixty students applied. From these, one hundred whose applications were received first were assigned to the House Plan.

Support from The Fund for the Advancement of Education

The College was greatly encouraged in its effort when in July, 1960, the *Fund for the Advancement of Education* awarded Stephens College a grant of $160,300 over a period of three years to help initiate the College House Plan and to undertake extended study and experimentation with other aspects of the curriculum, particularly of basic courses. A major goal of the study was to use the basic resources, facilities and personnel already available to determine whether or not superior basic education could be provided without further increase in cost. Data would also be sought for such objectives as : 1) a possible reduction in the size of the curriculum, 2) the better use of space, 3) the use of closed-circuit television, 4) the promotion of independent student study, 5) the adaptation of the College program to perpetuate some of the desirable characteristics of the small college.

To house the Plan, certain modifications were made in the new residence hall. A large room adjacent to the recreation room was subdivided into five offices for the teaching faculty and secretary. The residence counselor's office was located on the main floor near her own apartment. The lounges on the upper floors of the dormitory and the main parlor were attractively and appropriately furnished so that they might serve not only as lounges but also as informal classrooms for such classes as Ideas and Living Today. The recreation room was equipped with both classroom and stack chairs so that it could be used not only for meetings of the entire group but also for lectures and some regular class meetings.

By the time the College opened in the fall of 1960, West Hall and the faculty offices had acquired a distinct charm that was immediately appealing to its new residents. The faculty had assisted in the selection of paintings and other art works which they hoped would increase students' appreciation of good art. As might be expected, each faculty member reflected his own interests through his choice of prints, sculpture, books and other personal possessions of which he was particularly fond or used frequently in his teaching. Together the staff had chosen a library of approximately four hundred paperback books and several magazines which were readily available to students for reading. Through such surroundings and resources the faculty hoped to contribute to their first two objectives which were "to create an atmosphere conducive to intellectual growth" and "to stimulate and facilitate self learning and individual initiative."

It is not surprising that students responded quickly and positively to the West Hall House Plan and its enthusiastic faculty. The coordinator reported that "very quickly there developed a sense of camaraderie among the students and of rapport between students and faculty."

The House Plan followed a different schedule from that for other students. It was assigned a block of time from 9 to 12 each day of the week during which the staff scheduled its instructional program. Being thus free from the restricting procedures when hundreds of students are involved, the faculty worked out a more flexible and varied pattern of class meetings than the usual three routine meetings a week. Sections were combined at some hours in order for all to hear the same lecture. At other times teachers combined their classes so that all might benefit from a special program which had implications for all of the courses in the House Plan. Faculty were able to

House Plan students attend many of their classes in the residence hall . . . their center for living and learning.

House Plan co-ordinator Miss Dorothy Martin conducts a social studies class for students in Searcy Hall.

avail themselves of such special opportunities as President Kennedy's State of the Union address and Allan Shepard's historic space flight. In short, the schedule was made subservient to the instructional goals of the program.

In advising, the faculty conducted both group and individual conferences. Since all faculty saw their own advisees frequently in class situations, they felt they came to know them better. Both as teachers and advisers, they found that they were in a particularly good position to recognize difficulties of learning or adjustment almost as quickly as they arose and to give the assistance needed. The system also favored encouraging students to do independent work.

The residence counselor's being one of the team was most important in combining effectively the academic program with residence hall living. Students recognized her as possessing a real interest in the academic program and as one who had the fullest respect of her colleagues who represented the academic program.

Many of the special features which have persisted from the first experimental year of the House Plan reflect the creativity of both the faculty and students and indicate the potential of the House Plan for meeting distinct educational goals. Student activities were affected by the close relationship between living and learning, as had been hoped. In several instances students chose to use hall meeting time which might ordinarily be devoted to routine details, for special programs related to their study. For instance, two faculty members were invited to informally discuss _James Joyce's Portrait of the Artist_. Though the session was not required, approximately sixty students attended and bombarded the faculty with stimulating questions. When they were reading _Elizabeth the Great_ by Elizabeth Jenkins, the students invited Dr. Hardin Craig, Scholar in Residence, to talk to them about the

Elizabethan age. Yaltah Menuhin presented an informal concert in West Hall while he was on the campus and Paul Doktor, an acquaintance of one of the students, talked to an interested group about his instrument, the viola. On another occasion students invited the Dean of Students to share with them her fascinating trip through Russia illustrated by colored slides of people and places. Several other instances could be cited in which students took the initiative in promoting and arranging highly educational and entertaining informal programs.

Progress toward one of the important goals of the House Plan was quickly observed and was maintained throughout the year. This was the almost constant discussion in the rooms, halls, lounges and faculty offices about the materials, problems and issues associated with the academic work. Students reviewed assignments, frequently studied together, sometimes tutored each other, and often held long sessions on special projects. They developed a feeling of pride in their hall and even the weaker students found themselves exerting more effort. The coordinator reported that "lack of motivation was seldom a factor in the House Plan classes".

Two other special features characterized the House Plan program. The staff chose eight books to be read by all students. The student was expected to report on them to her adviser. Since all students read the books, this also stimulated much discussion. The books included were: The Grapes of Wrath, Brave New World, Cry--The Beloved Country, Of Human Bondage, The Portrait of the Artist as a Young Man, The Sound and the Fury, The Adventures of Huckleberry Finn, and Elizabeth The Great.

Several unusual films were chosen partly for their relationship to the course work and partly for their cultural value. These included Nanook, Citizen Kane, The Blackboard Jungle and The Grapes of Wrath, all of which were related to aspects of the Contemporary Social Issues course. The Titan, Father Panchali, The World of Apu, and Gate of Hell all presented aspects of other cultures and provided much material for discussion both in and out of class.

One of the most exciting and rewarding aspects of the program which has also continued was the field study which was planned as an integral part of the instructional program. Students chose a topic for investigation and used both the resources of the library and later firsthand observations and original sources. They were given a choice of continuing their study through a special tour to New York City during Spring Rest or of continuing their project in their local community. A few elected to remain at the College and conduct their study in the community. In preparation for the field study each student submitted her individual project, a bibliography and readings on her subject prior to the field trip. For those who went to New York City, the staff planned a carefully selected program of cultural events, visits to places of particular value such as neighborhood houses, the United Nations and museums. Interviews were arranged with a wide variety of prominent people in order that students might discuss aspects of their projects with experts. The experience of one of the students dramatizes the responsiveness of the students to their study. Standing in the sanctuary of the Cathedral of St. John the Divine a student turned to her humanities instructor and said, "Oh, it's all true!"

All students in the Plan were also required to attend on campus a series of Foreign Relations Lectures by world renowned persons, a series of chamber music concerts, and Mark Twain Tonight by Hal Holbrook. These events were discussed and related to the courses taken.

Out of one hundred students in the Plan at the beginning of the year, ninety-five completed the year. Fifty of the ninety-five asked to be included in an experimental house plan designed for second-year students while another 27 chose the regular program.

A program of evaluation carried out by the Research Office of the College revealed much useful, though tentatively appraised, information. Tests in the field of Communication gave some evidence that students in the House Plan gained more in reading, writing and listening than did other students. The battery of tests included the _Test of Critical Thinking_ (Form G), _The Cooperative General Culture Test_, the _Inventory of Beliefs_, _The Study of Values_ and the _College Characteristics Test_.

Initial analysis of the first year's group revealed no significant differences in gains or losses on these tests between the experimental group and the control group which was taking the same pattern of courses. Interpretation of the findings are incorporated in Dr. Mayhew's reports on the second year and in his final summary.

In addition to the battery of tests the Research Consultant, Dr. Mayhew, conducted a series of interviews with forty students from the House Plan and forty who were not in the Plan. He reports, "These data, while rough as all interview data must be, reveal some differences which are worthy of speculation." He reported that House Plan students are usually quite enthusiastic about the plan. They find Stephens much less "protective" than do non-House Plan students, perhaps because the residence counselor and the teaching faculty work so closely together that rules and supervision of living are not perceived as a separate entity to which students can react. They accept living and learning as different aspects of one process. House Plan students also respond positively and strongly to their intellectual experiences throughout the curriculum. They are more enthusiastic about cultural events than are non-House Plan students. However, some students are threatened. He says, "It may be that those who find greater self-fulfillment in group experiences

Spring tours for House Plan students take them to various parts of the United States. Below, children at Hamilton-Madison Neighborhood House in New York entertain visiting House Plan students.

In New York, Dr. Morse of World Health Organization, briefs House Plan students touring the United Nations.

become uneasy when faced with a group arrangement deliberately designed to enhance individual contemplation and individual respo[illegible] He concludes, "These points, it should be emphasized, are tentative and conjectural. Their validity needs to be probed in further House Plan experiments."

The staff, the Educational Planning and Research Board and the administration felt that the first year had amply justified their expectations and the continuation and extension of the experimentation with the House Plan. As a result two House Plans for beginning students and one House Plan for second-year students were approved and faculty selected. The programs for the two beginning groups differed. Both programs of courses included basic courses which were undergoing modification. Program "A", housed in West Hall, consisted of Communication, General Humanities, Contemporary Social Issues and Basic Beliefs in Human Experience. These were again supplemented by the teleclass, Ideas and Living Today. Program "B" in Terrace Hall, another dormitory remodeled, enlarged and re-opened in the fall, consisted of the same program except that instead of Basis Beliefs in Human Experience, Introduction to Science was included.

The House Plan for second year students contained only three courses which were taken in common. These were Survey of English Literature, Fundamentals of College Mathematics or College Algebra and Home and Community--an experimental course which drew from three departments of the College--Consumer Economics, Child Study and Marriage and the Family.

The more detailed reporting of the Plans in the second year of the experiment are presented in the following section of this report.

The first year of experimentation revealed that the Stephens College House Plan was one of the most exciting projects at the College. There was no question but that the staff involved in the Plan was most enthusiastic about the opportunity which it presented to them. Among the students of the Plan there was excellent rapport, loyalty to the Plan and enthusiasm for it. The College was encouraged in its attempt to find new ways of making its program of basic education for individual development more effective, and felt that the Stephens experience might be of value not only to this College but also to others seeking ways to improve basic education while preserving concern for individual students.

THE SECOND YEAR: THREE EXPERIMENTAL VERSIONS

Lewis B. Mayhew

The Second Year Plan: Three Programs

The second year of the Stephens College House Plan experiment involved three residence halls and somewhat more complicated practices and procedures.

West Hall House Plan--This House Plan continued for the second consecutive year and had 108 students initially. The curriculum consisted of Communication, Humanities, Contemporary Social Issues, Ideas and Living Today and Basic Beliefs in Human Experience instead of the course in psychology included in the previous year.

Terrace Hall House Plan--Terrace Hall was assigned to 84 other first-year students for the House Plan experiment. It also housed nine seniors serving as Senior Sisters (advisers) and four girls not enrolled in House Plan courses. The curriculum included Ideas and Living Today, Contemporary Social Issues, Humanities, Communication and Introduction to Natural Science. The inclusion of the course in science instead of Basic Beliefs in Human Experience was a significant variable in the Terrace Hall experiment.

Fielding Smith Hall House Plan--To study the feasibility of House Plans for seniors (second year students) a group of 44 girls, all of whom had been in a junior House Plan, were enrolled in three courses: Survey of English Literature, Marriage and the Family and either Fundamentals of College Mathematics or College Algebra and Trigonometry, and were lodged in Fielding Smith Hall.

The faculties for each of these three Houses met for varying periods during the summer of 1961 to plan the year's activities. They were encouraged to be as imaginative as possible in solving the educational problems they faced. The same over-all design for evaluation as had been used the previous year, consisting of pre-and post-testing, group interviews with students, and faculty reactions, was employed for the two junior (first-year) Houses. The senior House impact was to be studied by interviews with students, faculty reactions and data collected concerning out-of-class life.

The Objectives

The principal objectives sought through House Plan experience were common to all three groups. To blend learning and living in such a way as to create maximum educational impact on the lives of students; to provide greater utilization of faculty resources through flexible planning and the use of varied instructional techniques; to provide a core of basic curricular experiences which contribute significantly to students' general education yet at the same time use devices which would maximize the individual attention each student receives were the major ones. In addition, each faculty was free to postulate other objectives so long as they were not inconsistent with the transcendent ones.

Summary of Faculty Reports on 1961-62 House Plans

West Hall, Terrace Hall, Fielding Smith Hall

West Hall - Improvement of Facilities

After a year of operation changes were made in the recreation room since it had proved awkward as a single room, yet was needed for large groups on occasion. Split wood screens were installed which could divide the room into four smaller spaces for the purposes of general classroom space, television viewing, recreation and kitchen uses and entrance and storage. Typical classroom chairs with writing arm rests, a new amplifying system, a blackboard and picture screen, and a mobile table for holding projectors and other audio-visual devices were all added to the classroom space. Book shelves for the 425 paper-backed books and magazine racks were also added. Mail boxes, to facilitate communication between faculty and students, were installed near faculty offices.

West Hall - Students, 1961-62

West Hall students represented 31 states and three foreign countries as well as 14 different religious points of view. While information from the fall testing by means of the SCAT battery suggested the West Hall student body was comparable to the students in the rest of the junior class, some atypicalities were revealed. A larger number than is typical elected to return a second year to Stephens. As compared with students in the House Plan 1960-61, the second year group seemed less mature and lower in academic ability. However, there were also more students in the highest ability ranges. Of the nine students who withdrew during the academic year, two did so at the request of the College and the other seven for personal reasons.

West Hall - Additional Objectives

The faculty identified ten further objectives which it believed should condition the ways in which House Plan courses should be taught. These included to teach for a variety of ways of knowing, to think critically, to develop an open and questioning mind, to become aware of the perspective of history, to end provincialism, to understand one's self and one's world, to comprehend values, to be concerned for ideas, to distinguish between the natural and artistic and to allow time for contemplation. Gradually the faculty became aware that these objectives and conditioners of learning operated only at the covert level both for themselves and the students.

West Hall - Experimental Scheduling

An important modification over the 1960-61 effort was the initiation of asymetrical class scheduling. Faculty gave one lecture each week to all students, then met smaller groups twice each week. Ambiguity which comes from making the same assignments to different groups was eliminated. Further, the faculty exercised their freedom to employ such things as longer examination periods and greater time for study and reflection.

West Hall - Innovations and Emphases

During the second year, Ideas and Living Today, the required orientation course for all juniors and typically taught through a combination of closed-circuit television presentations and small group discussions, was taught to their own advisees by West Hall House Plan faculty. This modification, together with the requirement of such supplementary reading as *The Ugly American* or *Brave New World*, seemed quite successful.

As an experiment, partly dictated by practical personnel problems, the Communication course made use of two teachers, one an intern and the other a teacher with outside administrative duties. The discontinuity which this arrangement caused suggests caution in using such divided assignments.

The film series for House Plan students presented on Sunday evenings seemed so successful as to suggest the program on an all-college basis.

Other changes made the West Hall House appreciably different from that of the previous year and from the other two Houses. A major change was the elimination of the senior advising system using Senior Sisters. Students apparently adjusted to Stephens College mores with ease and were able to govern themselves without the presence of upper class students. They made campus-wide contacts and were as active as non-House Plan students in seeking college elective offices. To provide student government in the House during the first two weeks of school, however, the faculty plans to create a steering committee for the initial period.

A major effort was made to link the academic work to the routine of residence hall living. The faculties of two departments took lunch with students and then spent some time in discussion. Visitors to the campus also met with the students and spoke about their specialties. Students themselves organized a final "appreciation" dinner meeting for the faculty and revealed through speeches and skits a deep affection for and rapport for their teachers.

The counseling and advising were carried on essentially as they were during the 1960-61 House Plan with a member of the Counseling Service cooperating as before. Faculty were permitted to use group methods when the advising purpose was informational or routine and to use less formal reporting to parents. Faculty entertaining of students and advisees was also emphasized.

There are a number of other factors about the West Hall House Plan which warrant some comment. Using Individual Progress Reports for special reporting purposes with the House proved effective. The field trip to New York which was scheduled within a spring vacation period caused complications. Fewer students participated and those who did were more influenced by a "vacation" attitude than a "work" one. The wear on the three faculty who made the trip and the attendant loss of a needed vacation period was another weakness. The faculty recommended a return to the non-vacation period.

West Hall - Summary, 1961-62.

The faculty of West Hall like many of the changes which were made. Flexible class scheduling allows them the freedom which was one of the initial purposes of the entire experiment. More lightly scheduled office hours made student visits better organized and helped students assume more responsibility for themselves. Faculty felt surer of themselves the second year and were less defensive with other faculty about participation in the experiment. They all enjoyed the experiment and those who were moving to new assignments did so reluctantly.

Terrace Hall House Plan

Terrace Hall - Objectives

Terrace Hall, the second of the junior Houses, began with 84 students enrolled in the program. Eight left before the end of the year.

Its faculty set for itself a number of operational objectives or goals and one-over-arching behavioral goal. They hoped "that students would emerge from isolation, that they would discover the ways of nature, society, the mind and man's uses of them". To facilitate the achievement of this complex purpose the faculty agreed to experiment with a number of procedures and operations.

To encourage students to use reason in understanding themselves, the faculty each agreed to stress critical thinking in his classes, to make a rich assignment of fiction and non-fiction which deal with great ideas and to demand research papers based upon reliable source materials. In the judgment of the teachers, students reacted favorably to this regimen. Although a number of students remained apathetic, the majority of students seemed to move well toward achievement of this objective. The faculty agreed that still greater progress could be made if the expectation of House Plan were highly demanding of academic effort and if some of the non-class activities could be eliminated.

To encourage individual inquiry teachers taught for principles applicable later to specifics, made continuous use of individual projects, allowed periods to be used in independent study, urged students to pursue special interests. A special project room complete with a paper-backed library was created. Students were typically unprepared for independent study and seemed to favor cooperative projects rather than individual ones. To improve the effectiveness of independent study the faculty urged greater selectivity of students, greater limiting of the total number of credit hours taken, smaller classes and the elimination of non-essential activities.

Terrace Hall - Scheduling and Methods of Teaching

A third operation was experimentation with new methods of class scheduling, course organization and subject presentation. Among the innovations attempted were common lectures, honors sections, tutorial or seminars for selected students, assigned periods for independent study, common use of films, lectures and tests, use of local resources to enrich classwork, use of paper-backed books as supplementary readings and a final examination period in which longer than usual examinations were given.

The faculty believed that the opportunity to experiment with new teaching techniques was perhaps one of the greatest values of the House Plan.

The use of common lectures, tests and the like saved on faculty time. Time reserved for independent work functioned most effectively for more able students. Time set aside for examinations proved highly beneficial. Although honors sections did not seem effective, tutorial and seminar teaching seemed generally the most satisfactory of formal class procedures, and the use of outside resources such as lectures by faculty colleagues and visitors enriched the intellectual diet of the entire House. A common core of assigned outside reading which cut across subject lines was valuable. In the future, greater House autonomy in scheduling, greater communication to the larger faculty of House Plan experiments, less emphasis on homogeneous grouping, which was attempted, greater discretion in using independent study and greater use of classroom facilities outside the residence hall seem hopeful. This last point is somewhat at variance with the experiences of the West Hall faculty which rather liked having some classes in the residence hall.

Terrace Hall - Innovations and Emphases

A major effort was to find ways of integrating the four courses included in the House Plan curriculum. To achieve this the faculty commonly stressed the same forms of communication, held protracted discussions, commonly stressed critical or scientific thinking, used common readings, made coordinated assignments and held weekly staff meetings. These all typically worked well in practice and without falling into the accompanying error of restricting the individual wishes of each instructor. There was some feeling that the emphasis on critical thinking and on certain styles of expression forced an undesirable conformity, but this was not viewed as a widespread weakness. The faculty did question whether the course in science fitted the needs of an integrated core as well as some other courses might. The faculty concluded that the task of integrating courses calls for a particular type of teacher and recommends that care should be taken in assigning teachers to House Plan duty.

Resources outside the House were used for curricular enrichment. Students were required to attend certain plays, lectures and concerts. Field trips to local places and to New York were scheduled, and students were required to complete projects demanding field work. Some students resented required participation in cultural events as infringing on their free or study time. Field trips were generally enjoyed, particularly the trip to New York. Consistent with the other findings concerning independent effort, when required was commendable but when optional were not successful. The presentation of the projects in the Humanities before the entire House functioned well. Generally, faculty saw a danger in making students so active in outside events as to jeopardize their classwork but thought field trips, when well organized, are the best of the extensions of the classroom.

There were other non-curricular aspects of the Terrace House Plan which were also important. Senior Sisters were assigned space rather than specific people for which to be responsible and gave attention to specifying the proper role of Senior Sisters.

In Terrace Hall advising departed from the college-wide pattern, class attendance at lectures was made optional, informal probationary status was given students who were delinquent in academic work, House punishment for plagiarism was administered, faculty were allowed freedom as to when to correspond with parents, frequent faculty conferences were held on disciplinary matters and the faculty itself referred students to the campus Judicial Council.

Terrace Hall - Summary and Appraisal

In retrospect, the Terrace Hall House Plan faculty did not possess the amount of autonomy they expected nor requested. They felt that College-wide requirements interfered with House Plan needs, and College prescribed systems of reporting were ill-timed for the House program. The various staff meetings and the conferences held with members of the college Counseling Service staff helped teachers understand individual students better. Some college-required paper work, such as letters to parents, consumed an undue amount of time. On the other hand, allowing the campus Judicial Council to handle serious breaches of discipline relieved House faculty of a difficult responsibility. Students did not respond well to the freedoms allowed nor did they respond to probationary status.

The very closeness of students and faculty engendered by holding classes in the House was at once a strength and a weakness. Students liked the closeness of faculty, yet put unnecessary claim on faculty time. Faculty tended to believe that they came to know students perhaps too well. The faculty had the feeling that there should be a diminishing of their student personnel function with college-wide agencies assuming this responsibility. In effect, the faculty of Terrace Hall, through their particular experiences raise into question the living aspect of the learning and living formula of the house plan design.

The faculty of Terrace Hall judges, however, that the advantages of the House Plan outweigh its disadvantages. On the positive side they see many values of close student-faculty relationships. These contribute to greater ease of communication and to increased feed-back as to the effectiveness of teaching. The existence of a common core of subjects provides a strong academic atmosphere for the House and this, among other things, assigns greater value to advising and to the person of the residence hall counselor. The flexibility of scheduling saves both student and faculty time and results in more reasonable teaching loads for teachers. There is a strong _esprit de corps_ among students.

However, the very informality created by the House situation promotes laxity in standards of dress, manners and even academic work. Faculty tend to become over-involved in the lives of students and their non-academic needs. The facility of communication facilitates both healthy and unhealthy feelings and tensions. The heavy clerical load which attends advising steals valuable time from faculty. Faculty members' views of themselves as academic persons become weaker as a result of over-involvement with students and the House.

The point earlier made of the value of the House Plan as a focus for academic experimentation seems to the Terrace Hall faculty the essential factor. All else could be relegated to positions of secondary importance.

Fielding Smith Hall House Plan

Fielding Smith Hall - Teaching Patterns

Fielding Smith House Plan involved 44 students, all of whom had had previous House Plan experience during the first year of the experiment. They took in common three courses, each of which adopted a routine somewhat atypical of similar courses offered to the student body at large. Marriage and the Family made use of one weekly lecture and two discussion meetings, while Survey of English Literature reversed the formula. Fundamentals of College Mathematics was adapted to a television format, while those students who took Algebra and Trigonometry were placed in an orthodox class situation. Further elaboration of structural change was impossible because students took so many electives; hence flexibility was limited by the inflexibilities of the entire college class schedule.

In general, all Terrace Hall House Plan teachers gave more individual attention to students than they normally would. They felt they knew their students better although the ways in which they acquired this knowledge varied with the teacher.

The Fielding Smith faculty had wished to give rather intensive examinations, but the conflicts with non-House Plan courses made this impossible.

The faculty believed that while the students in the House Plan were not the most able, they typically achieved better than they would had they not been in the House. A part of this was a product of teacher selection of materials relevant to that particular group of students.

The coordination of student effort and the coordination of faculty effort both were generally beneficial. Students all having the same assignments studied well together and bolstered each other's morale. Such closeness also forced greater faculty attention to reliability of grading, for girls compared test results closely. Teachers, for their part, were inclined to be more charitable in grading poor students than they would have been outside the House.

Fielding Smith Hall - Residence Living

The House Plan orientation made the residence hall program somewhat better than it would have been otherwise. The fact that all students had come from the same junior hall speeded the process of hall organization and unity. However, this same fact of common prior knowledge of each other intensified widespread emotional reaction to events of the year.

There were fewer violations of the hall requirements and fewer requests for special travel dispensations. The existence of a conference room just off the dining room facilitated social events which were kept simple. The existence of the House Plan stimulated certain new kinds of social activities such as teas for various faculty and administrative groups.

The students in Fielding Smith engaged in less than normal visiting with girls from other residence halls, partly one suspects because of the close friendships formed during their West Hall House Plan experience. However, they did participate considerably more frequently in cultural events than did the students in one of the larger residence halls judged to be typical.

The faculty of the House Plan had wanted considerable autonomy in the regulation of student conduct. However, the hall was placed clearly within the jurisdiction of the campus Judicial Council. In one episode girls from Fielding Smith were involved in a violation of rules. Because the House was a small, cohesive group, the delays in settling the case in a system built for 1700 girls caused a continuing unrest for an excessively long period.

The faculty strongly believed that greater hall autonomy would have been more healthy in this and similar cases.

Fielding Smith Hall -- Summary and Appraisals

The use of paper-backed books in the senior House Plan was more perfunctory than in the two other Houses. The explanation probably is the greater sophistication of senior involvements in outside activities.

The advising system implied by the House Plan was generally well regarded by both the faculty and students. The fact that teachers had their own advisees in class came in for none of the criticism found in Terrace Hall, nor the praise of West Hall. It was regarded as a useful device. However, the freedom allowed in writing letters to parents was valued greatly by the faculty. Similarly, the optional use of Individual Progress Reports was a boon. The frequent staff meetings about students served nicely in lieu of the more formal methods of reporting.

Field trips were planned but generally were not made. Partly one must suspect the reason is a decision of the staff never to allow a House Plan special feature to compete with non-House Plan activities.

The faculty had a number of questions about future House Plan activities. They felt that they should have been given more feed-back from evaluation. They were not sure the complex of courses was the right one. They pondered whether house plans should concentrate on girls who have special interests. In general, however, they think the idea of a senior house plan is excellent and would participate in it if there were enough student demand.

Evaluation of the 1961-62 Versions of the House Plan

Sampling Interviews of Student Opinions

As part of the continuous evaluation of the Stephens College House Plan, the Research Consultant conducted interviews with small groups of students from each of the three houses. These were normally scheduled for one hour although a few of the interviews lasted for an hour and a half. To gain some knowledge as to possible changes in student belief about the house plan during the year some interviews were held in the early fall while others were held in mid-spring. All interviews followed a fairly fixed pattern. The girls were given a few words of introduction of the purpose of the sessions. Then they were asked rather broad questions about the house plan generally, about specific courses, about their relationship with the rest of the campus and about ways in which they believed the house plan might be improved. The results of these interviews were summarized in a series of reports made to the coordinators of the house plans. This present statement is an effort to extract from those resumes of interviews major strands of belief or major patterns which seem to characterize the house plan undertaking. Obviously the method employed in this study lacks some vigor. However, the amazing consistency of student response group to group and over the entire year makes for some confidence in the results.

Perhaps the single most important generalization to be made about student opinion of the house plans is its favorableness. Every group of girls interviewed said they liked--and many used the stronger term, loved--the experience. Only a relatively few felt they would have been happier or better off out of the house plan, but even these skeptics believed they were profiting from being in the house plan. For many their enthusiasm was generated after they were actively involved in it. Once engaged, pleasure in the experiment proved to be contagious and lasting.

Of the dynamics of the house plan a primary factor seems to be the opportunity the house plan allows for close inter-personal relationships between students and between students and faculty. These girls found considerable satisfaction in knowing on relatively intimate terms all of the girls in a residence hall. While knowing each other so well may have occasioned some loss of privacy, the loss was compensated by the feelings of security which came from so many friends. And this relationship had implications for academic work as well. If all girls were working on the same project at the same time the feelings of all being in the same boat contributed to heightened morale. It also generated a healthy feeling of competition, not toward each other but in the sense of all wanting to do well for the sake of the group. The curriculum proved to be a non-threatening bond between girls and eventually proved to be a focus for much of their attention even on dates when the substance of the curriculum was basic to much of their conversation.

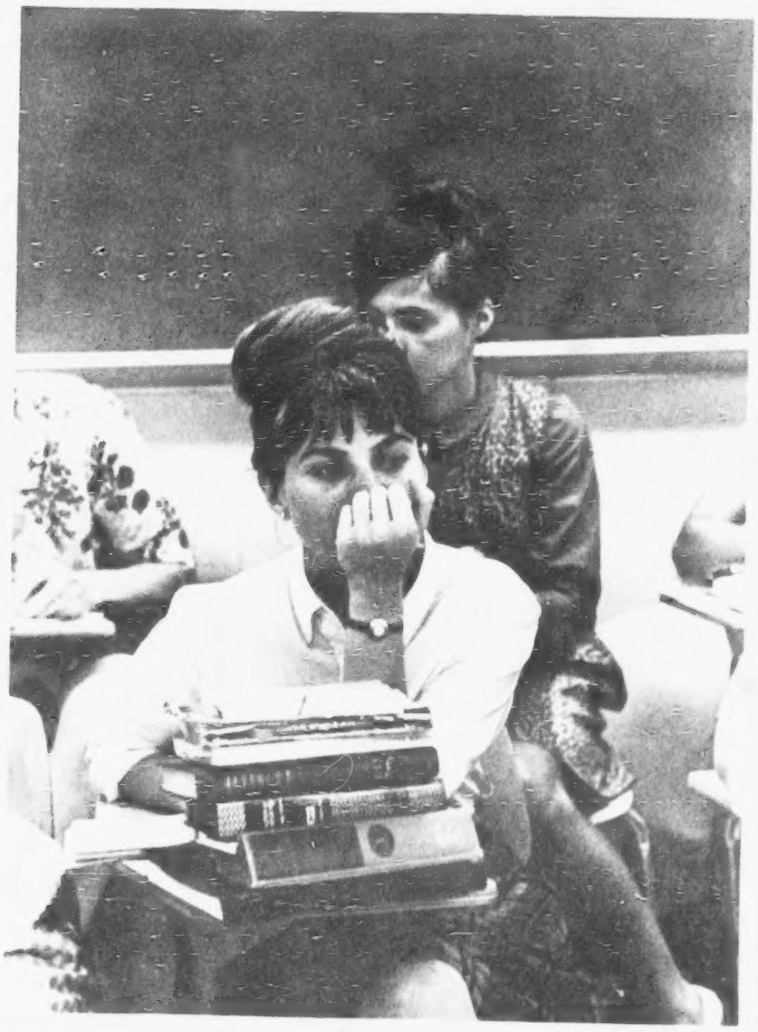
The closeness to the faculty was also important. Being able to see faculty so frequently dissipated some of the feelings of awe and fear which faculty can sometimes generate in students.

Clearly linked to the personal relationships within the house plan is the centrality of the instructor in the relative success or failure of individual courses. The large majority of these girls judged their courses to be excellent because of the personality, enthusiasm or other qualities of the teacher. The few courses which were generally criticized were those taught by a teacher who was not judged effective. The house plan in its essence is a personal experience to the girls who participate in it; hence the personal relationships with the faculty, including the residence hall counselor, loom larger than does any other single factor of the curricular part of the house plan.

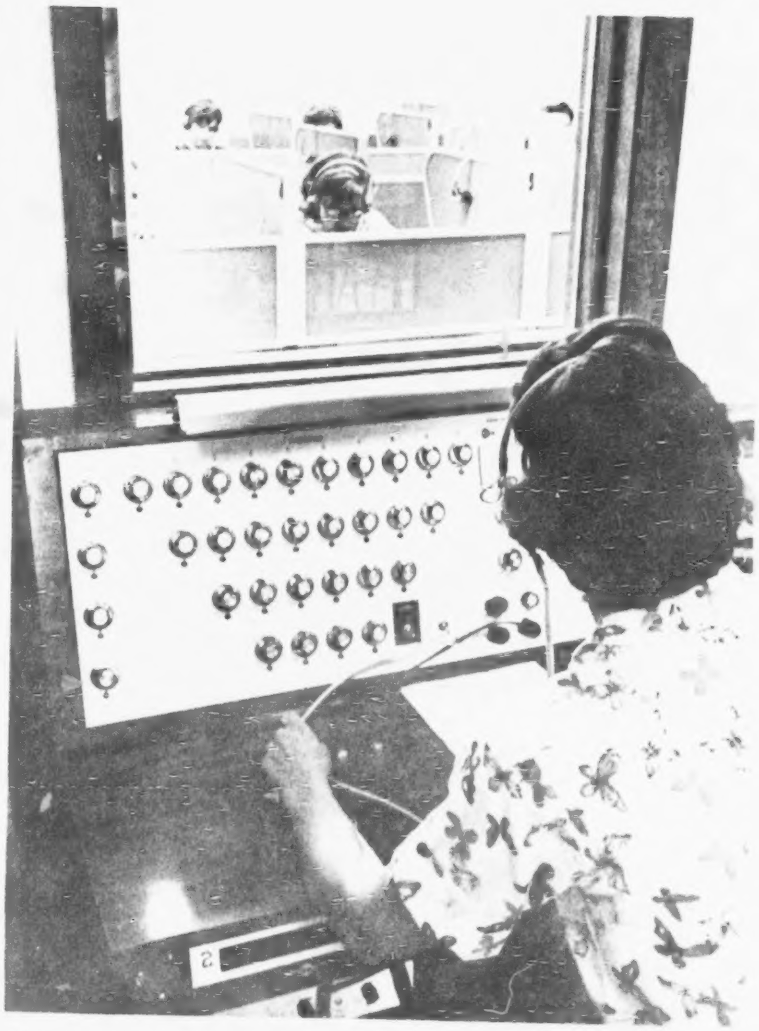
There were differences in student reaction to the several house plans which cannot be explained in terms of the personalities or attitudes of single faculty members. In some way the manner in which all members of a house plan faculty interact with each other and with students creates a unique climate. And this climate seems to be related to the over-all morale in the house plan, as evidenced by such things as disciplinary problems, cliquishness or its lack, or general attitude toward the house plan. Thus if the residence hall counselor and each of the instructors were primarily interested in the house plan, if they each took an individual and collective personal interest in student affairs, whether or not class related, and if they were all relatively unreserved, the girls responded differently than to some other complex of behaviors.

Students typically believe they are worked harder in house plan courses than they are in other courses and they believe that house plan work generally is more difficult than that done over the rest of the campus. They are also inclined to feel that only those students who are interested in academic subjects should be allowed to enter the house plan. This feeling of difficulty, however, was more pronounced during the fall than during the spring.

In general, the testimony of students from all three houses calls into question the value of having Senior Sisters. If some way could be devised to effect the orientation to school by other means, the believed that there would be no need for Senior Sisters. Students would be more likely to assume responsibility for themselves if these slightly more experienced girls were not available. Further, the house members feel themselves to be almost a self-contained college in which the matters of discipline, save perhaps the most serious, could be best accommodated with the house by joint student and faculty effort capitalizing on the feeling of cohesiveness which

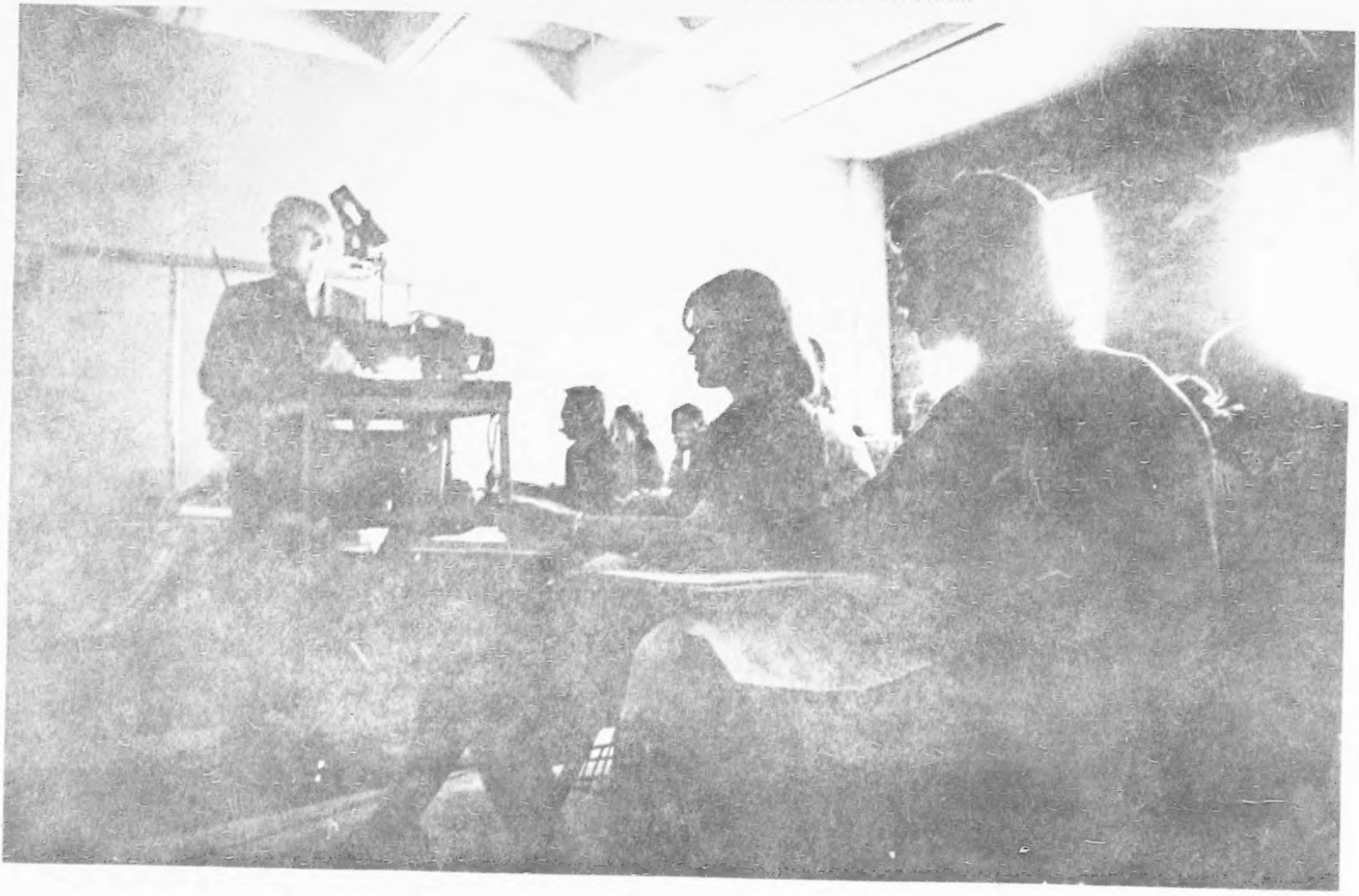


House Plan students also attend classes on other parts of campus



Students in foreign language courses use the language laboratories in Walter Hall

Humanities classes make extensive use of audio-visual instruction materials.



is almost the genius of the house plan.

The house plan is still so new that students not in one are inclined to conjure up a variety of misconceptions about girls who are. The most typical one is that girls in the house plan are the extremely talented and that the house is a small honors college and accents the in-group. Girls in house plans, on reflection, judge that they actually know as many or more girls within the house than they would know in the entire campus had they lived in one of the other residence halls. They do participate in all campus events, run for office and attend cultural and social events. But they do so from the secure base of their membership in a house.

Some Conclusions from the Interviews

The house plan appears to be effective as a device for the education of juniors. A number have not cultivated appropriate study habits and need to do so. The house plan provides the security necessary for juniors to make adjustments to rigorous college life. By the time they are seniors, girls have begun to think of the next phases of their life patterns and expect and need a somewhat less sheltered existence. Indeed the sheer mechanical difficulty of filling a senior house of a given size is sufficient justification for not providing one. But for juniors a different conclusion must be drawn. Since the house is so important in the lives of juniors, junior house plans might well be provided each year.

There are obviously a number of conclusions which could be drawn from these interviews. However, a relatively few of major significance are presented here.

1. The junior house plan is a successful educational venture which could become one of the standard educational devices available at Stephens College.

2. A senior house plan does not appear to be as significant as does the junior house plan.
3. The kind of teachers assigned to house plan work is of the greatest significance and more study should be given to the requisite characteristics.

Test Results from West Hall and Terrace Hall, 1961-62.

The second year groups in the two House Plans were subjected to a battery of tests presumed to be of some relevance to the objective of the House Plan. The instruments *A Study of Values*, *Inventory of Beliefs*, *Cooperative Test of General Culture* and the *College Characteristics Index* were administered to all junior House Plan students in September 1961 and again in May 1962. Due to difficulties experienced the preceding year in finding comparable groups of non-House Plan students taking the same core of courses, no attempt was made to test a control group during the academic year, 1961-62. Thus, the results bear only on House Plan students and cast no light on the issue of whether or not similar performance might be found within the entire junior class at Stephens.

TABLE I

Pre-Test Post-Test Study of Values

Scale	Pre-Test Mean		Post-Test Mean		T Test	Level of Significance
Theoretical	171	3.52	165	3.77	3.413	.001
Economic	171	3.88	165	3.74	1.94	---
Aesthetic	171	4.12	165	4.40	3.411	.001
Social	171	4.01	165	3.93	1.075	---
Political	171	4.04	165	3.99	.82	---
Religious	171	4.37	165	4.14	2.67	.01

These results are highly consistent with what we would expect from an educational experience at Stephens College and especially in a House Plan. The increase in the theoretical and aesthetic levels is related to the emphasis in the course in the humanities and to the general orientation of the other courses students took. The drop in the religious value might at first seem strange in view of the importance assigned religious life in the Stephens program. However, the religious value in the Study of Values is one of fundamental adherence to orthodox religious beliefs.

Thus, in view of the generally theoretical approach to religious life in the college such a shift is not surprising.

The second test administered was the Inventory of Beliefs which was designed to assess a generalized personality pattern along the continuum authoritarianism--non-authoritarianism as well as some of the knowledge and courses of general education. By computing the difference between individual scores for the pre-test and the post-test, a mean difference for the entire group of 1.718 appeared which was not quite significant at the .05 level of confidence (T-test = 1.836) and this change was in the direction of the non-authoritarian end of the scale. This shift was not as pronounced as that found for the House Plan group in 1960-61; however, the change was in the same direction. In 1960-61, the shift was from 65 to 71 while for the group in 1961-62, the shift was from 68 to 70.

One of the important measures used in the House Plan Study was the College Characteristics Index developed by C. Robert Pace and George Stern. This instrument presents students with a range of statements which could be made about a college and asks them to indicate whether or not each statement could be used appropriately about Stephens College. The instrument has been divided into sub-scores which when combined in patterns purport to indicate the characteristics of the collegiate environment as perceived by students. The test authors are still developing norms for the various patterns of sub-scores, hence the meaning of some of the results from the Stephens Administration cannot yet be inferred. However, one pattern has been studied intensively and normative scores are available for 75 institutions. This pattern is labeled intellectual climate and appears to yield an indication of the general degree of intellectuality found by students to characterize an institution. At institutions having a high intellectual score subjects are considered important, teachers stress their subjects, modern art is well regarded and lectures are well attended. It is not considered wrong for students to be concerned with developing their own system of values nor is working to earn high grades frowned upon.

The distribution of scores on the intellectual climate dimension of the College Characteristics Index for 75 institutions ranged from 29.0 to 94.6 compared to a possible maximum spread of -20 to +120. The seventy-five schools presented a relatively symmetrical distribution with a mean of 60.2 and a standard distribution of 13.4. Table II below presents the results for the Stephens College House Plan (both Terrace Hall and West Hall) with the pre-test having been given in September and the post-test in May.

TABLE II

Intellectual Climate Score

Sub-Score	Pre-Test	Post-Test
ABA Assurance-Abasement	4.95	5.52
ACH Achievement	6.56	5.63
CHA Change-Sameness	5.44	5.62
CTR Counteraction-Inferiority Avoidance	5.95	5.54
DFR Pertinence-Defference	5.28	5.08
EA Ego Achievement	7.03	6.31
ENY Energy-Passivity	6.52	5.71
FA Fantasied Achievement	5.92	5.83
HUM Humanism	6.67	6.19
OBJ Objectivity-Projectivity	5.78	5.07
REF Reflectiveness	6.92	6.41
SCI Science	5.60	4.78
SEN Sensuality	6.52	6.62
UND Understanding	5.60	5.06
Total	84.74	78.97

From this table it can be seen that Stephens College House Plan students see the college as having a high intellectual content (as defined by the scales) but that students at the beginning of the academic year judged the institution higher than they did at the end of the year. While the overall scores for the first year of the House Plan were somewhat higher, the general direction and the magnitude of the change between the first of the year and the last of the year are similar. In both 1960-61 and 1961-62, Stephens College House

Plan students judged the intellectual climate high but gave a lower judgment at the end of the year than at the first of the year. Table III below presents the data for the House Plan in 1960-61.

TABLE III

Intellectual Climate Score

House Plan 1960-61

Sub-score	Ex Pre-Test	Ex Post-Test	Control Pre-Test	Control Post-Test
ABA Assurance-Abasement	3	3	3	3.2
ACH Achievement	9	7	8	5
CHA Change Sameness	6.5	6.3	7	6
CTR Counteraction-Inferiority Avoidance	6	6	6	6
DFR Pertinence-Deference	5	5	6	5
EA Ego Achievement	8	8	8	8
ENY Energy-Passivity	8	7	8	7
FA Fantasied Achievement	6	6	6	7
HUM Humanism	9	8	8	8
OBJ Objectivity-Projectivity	9	8	9	7
REF Reflectiveness	9	8	9	9
SCI Science	7	6	8	6
SEN Sensuality	7	7	7	7
UND Understanding	8	7	8	7
Total	101.5	92	103	91

To determine what factors were involved in the shift concerning the intellectual climate, an analysis of the changes for each of the sub-scores for the entire College Characteristics Index was made. Table IV below indicates those sub-scores for the intellectual climate score which shifted between pre and post test periods at a level of significance (T test) above the .05 level of confidence.

TABLE IV

Significant Changes in Sub-Scores for Intellectual Climate

Sub-score	Post Test Higher Pre Test	Pre Test Higher Post Test
ABA	.001	
ACH		.001
CHA	.001	
CTR		.01
EA		.001
ENY		.001
HUM		.001
OBJ		.001
REF		.001
SCI		.001
UND		.001

Thus, students saw greater flexibility in the Stephens scene at the end of the academic year and felt greater self-confidence. However, with respect to striving for success, striving for success after failure, striving for power through social action, effort vs. inertia, preoccupation with activities in the social sciences and humanities, faculty detachment, introspective contemplation, interest in the natural sciences and interest in abstract problem solving, there was a drop from the pre-test situation.

It is well to study other sub-scores on which House Plan students showed a significant increase between the pre-test and the post-test. Table V below presents this information.

TABLE V

Sub-Score	Sign of Differences
ADA Adaptability	.001
AGG Aggression - Blame	.001
DOM Dominance	.001
IMP Impulsiveness-Deliberation	.001
SEX Sexuality-Prudishness	.001

Stern, in "Characteristics of the Intellectual Climate in College Environments" (mimeo), identifies six factors in the collegiate environment: (1) Intellectual Orientation, (2) Social Effectiveness, (3) Play, (4) Friendliness, (5) Constraint, (6) Dominance Submission. All of the sub-scores on which Stephens students showed an increase from pre to post-test are contained within the factor of Play or Dominance-Submission with the exception of two found in the Intellectual Orientation Factor. Thus, a tenuous suggestion can be advanced that over the academic year 1961-62 the Stephens House Plan students dropped in the way they regarded the intellectual climate but increased in their interest in play.

The last measure in the test battery was the Cooperative Test of General Culture. This is in essence a test of general knowledge in the areas of science, social science and the humanities. On the two parts of the test administered there were significant increases in measured knowledge between the pre-test and the post-test. The two areas were Literature and Fine Arts. In the first of these the mean score moved from 20. to 24 and in the second from 26 to 32. These compare with similar data from 1960-61 when the shift was from 21 to 20 for the first and 25 to 33 for the second. Shifts for both years were significant at beyond the 05 level of confidence. (1960-61 .05 for the first and .01 for the second) (1961-62 .001 for the first and .001 for the second).

It is difficult and dangerous to speculate on the meaning of test data obtained from groups of students having had such a variety of experiences as had the students in the Stephens College House Plan. So many variables intervene that establishing exact relationships cannot be done. However, the data presented here seem to support several suggestions.

1. The tests used were among the most appropriate available for a study of this kind, yet they all had serious shortcomings. If an experiment such as the House Plan were to be re-done, very likely special instruments should be constructed as part of the experimental design.

2. The test data seem to reveal much more the impact of the total college on students than the impact of the House Plan. Thus, the comparability between results from the first and second year House Plan students and from the first year control group are explainable only by looking at the total college impact.

3. While Stephens is seen by its new students as well as old as having a high intellectual climate as compared with other four year colleges, there is a downward shift between the beginning and the end of the freshman (junior) year at Stephens. There is a corresponding increase in the play or

recreational aspect of college environment.

4. If the Inventory of Beliefs measures what it purports to measure, experience in the House Plan does not seem to affect the fundamental personality trait of authoritarianism to any applicable extent. One could have theorized that a situation in which students and faculty lived and worked so closely that a greater shift toward non-authoritarianism could have been expected. While students did shift, the change was not of radical magnitude.

5. The gains on the Cooperative Test of General Culture suggest that the substance of what is taught in the House Plan courses is retained by students.

Tentative Considerations for the Future

From these various kinds of evidence several tentative conclusions can be advanced.

1. Both faculty and students value highly the House Plan idea and believe they profited individually from its execution.

2. Students see themselves as preoccupied with academic concerns. However, faculty believe that the fact of House Plan participation motivates students to over-achieve their abilities slightly.

3. The close faculty-student relationship is praised by most students but faculty groups have differing beliefs about the matter. In West Hall and Fielding Smith Hall, the faculties recognized the greater demands students placed on them but did not object. The Terrace Hall faculty felt that their professional lives were being distorted by the over-involvement in student lives.

4. Both faculty and students wished for greater House autonomy with respect to out-of-class matters. There was some feeling that Houses could well be considered satellite colleges exempt from processes and practices

designed for a much larger group of people. Again, the differences between Terrace Hall and the other two were pronounced. The Terrace faculty did not want to be burdened with such matters as student discipline or deeper counseling.

5. The selection of courses and of teachers for House Plan activity is of crucial significance. Ideas courses for House Plan effort at Stephens College should (1) be substantively quite different from courses students had pursued in high school, (2) be related to girls' images of themselves as eventual important culture bearers, (3) be suited for both in- and out-of-class discussion, (4) be readily transferable to four year colleges and universities, and (5) be visibly related to each other to facilitate integration.

6. Instructors in House Plan should be freed from all other major teaching, advising or administrative functions. In every situation in which this principle was violated, there was evidence of some dysfunctioning. If the House Plan is to succeed, it must be given the value of full time faculty attention.

7. The problem of the true identity of House Plan students remains. The entire orientation of the House Plan is academic, and students once involved sense this. However, there is some evidence that students and possibly parents self-select themselves into the House Plan on the strength of the personal attention it is possible for girls to receive. Girls who feel the need for this kind of attention may very well not have been strong academic students, and the stress of being thrown into such a rigorous situation is noticeable in the early months. Then those girls who are academically inclined are somewhat resentful of those who are not. Probably at this point in the experiment a move to selecting students on the basis of strong academic background or strong academic aspirations seems warranted.

8. The three House Plan efforts have involved a number of specific devices which could as well be used in other contexts. Field trips, paper-backed books, assigned participation in cultural events and the like are all of value. However, if the House Plan idea is to be perpetuated, greater attention needs to be given to the evaluation of those things essential to the House Plan.

9. All of these conclusions are tentative; however, they do begin to suggest some general guide lines for the future. Probably senior house plans pose too many complications to be successfully undertaken. The sheer administration problem of filling a senior residence hall is only the least of these difficulties.

At least one junior house plan might become a fixed feature of the Stephens program. This will require even greater attention than in the past to proper interpretation of the house plan to prospective students. It might be that this single unit could be staffed by a relatively permanent or only slowly rotating staff whose members would be prepared to devote several years of their professional life to the project. These faculty members should be highly selective, and their professional relationships with their colleagues to other parts of the campus must be safeguarded.

If these house plan experiments are to become germinal for the rest of the profession, the results should be more widely publicized. Thus the individuals who have been most intimately involved should be urged to prepare articles for publication.

During the last year of the house plan experiment some greater attention should be given to the actual processes of teaching and the dynamics of faculty-student interaction. It is in this sphere that the house plan experiment seems to hold the greatest promise.

THE THIRD YEAR: REPLICATION AND REFINEMENT

Dorothy Martin and Staff

Introduction

The material contained in this report is concerned primarily with the West Hall House Plan program for 1962-63. It was prepared by all members of the House Plan staff. Each contributed ideas and materials, wrote certain sections, read and revised the first draft. All relevant materials have been included, some in considerable detail. It was the opinion of the staff that every effort should be made to provide the College with as complete a "story" as possible; hence the report is lengthy.

The Students

West Hall began the year with 108 students from 31 states and two foreign countries and representing, as previously, a wide range of religious affiliations. Twelve of these had relatives who had attended Stephens College. At the end of the year eleven had withdrawn--two transferred immediately to the regular program, nine withdrew from college for personal or financial reasons.

The first semester seven students were on the Dean's list and eight the second semester. Two were chosen as Outstanding Juniors. In the spring elections 31 West Hall girls were selected for campus or Senior hall offices ranging from Vice-president of Civic Association to secretaryships.

West Hall Student Government Organization

Having experimented successfully in 1961-62 without Senior Sisters, modifications of hall student government were initiated for 1962-63. An eight member Senior Advisory Committeesare elected to offices which correspond to the Hall Council officers of the other residence halls. This Committee organized a West Hall Alumnae Club to work with them and to participate in the spring and fall leadership training programs.

In addition to the Senior Advisory Committee and the West Hall Alumnae Club, a Junior Steering Committee of twelve members is appointed by the House Plan faculty in August. It is stressed that membership in the Senior Advisory Committee, the Alumnae Club and the Junior Steering Committee will terminate as soon as hall elections are held.

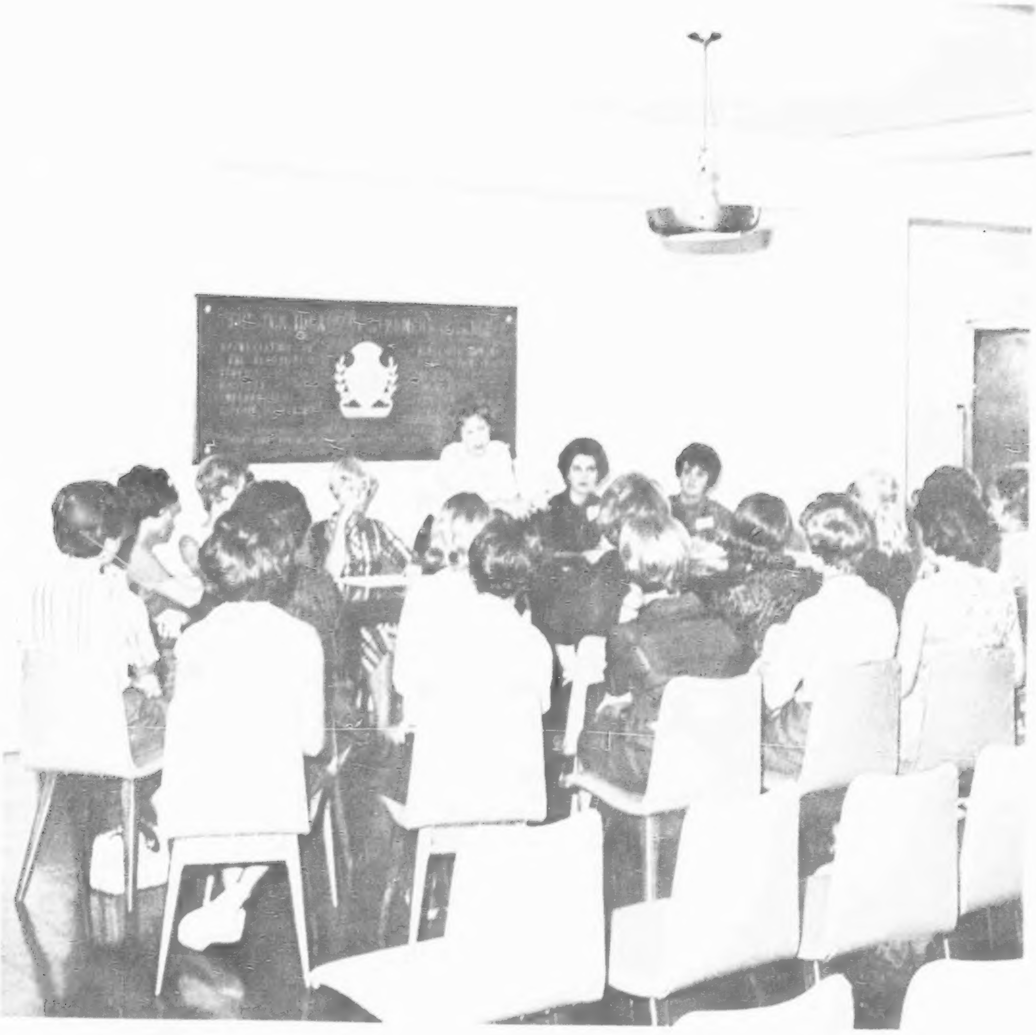
These two groups, Junior and Senior, will work together 1) to provide a core of students within the hall to handle immediate hall business in the fall, 2) to represent West Hall on the campus-wide committees, and 3) to orient all of the students in West Hall as quickly as possible to student government within the hall and campus-wide. In October, the West Hall residents elect permanent Hall Council officers.

The Courses and Schedule

The five courses taught were the same as in 1961-62: Basic Beliefs in Human Experience, English 101-102, General Humanities, Contemporary Social Issues, and Ideas and Living Today.

In the summer workshop for 1962 the staff planned ways of eliminating overlapping of material and of promoting course integration. The staff identified standards of work expected from all students in all courses.

The pattern of giving one lecture per week to the total group and meeting the students twice a week in smaller discussion sections was continued for three of the courses, but in Humanities, two groups of 50 met for a lecture. Because of the nature of the materials in the Humanities course the instructor now feels that small sections are more satisfactory and these



House Plan students participate in various campus activities along with the other 1750 students on the Stephens campus. At left, Civic Association, the college's student government group holds a meeting of Legislature. Below, students and Dean of Students Martha H. Biehle hold discussion at Retreat Lodge.

will be used in Humanities next year.

Again this year an examination week using blocks of two or three hours was a highly desirable procedure. The staff recommended its consideration for the entire college.

Independent Study

The House Plan staff tried a variety of experiments with independent study, including special weeks of concentration on a subject, special seminars, and study projects such as the New York trip. Seminars were conducted in Communications, General Humanities and Contemporary Social Issues. Weeks of concentration gave students full time to concentrate on one area or two related areas with no formal class meetings in any House Plan courses. Brief descriptions by members of the staff illustrate some of the kinds of independent study employed and their value.

Mrs. Chapman reports: Independent study and research were an integral part of the academic experience in Communication. Students also made use of newspaper, magazine and television, editorials and advertisements to detect editorial slanting, persuasive techniques, and common fallacies in arguments.

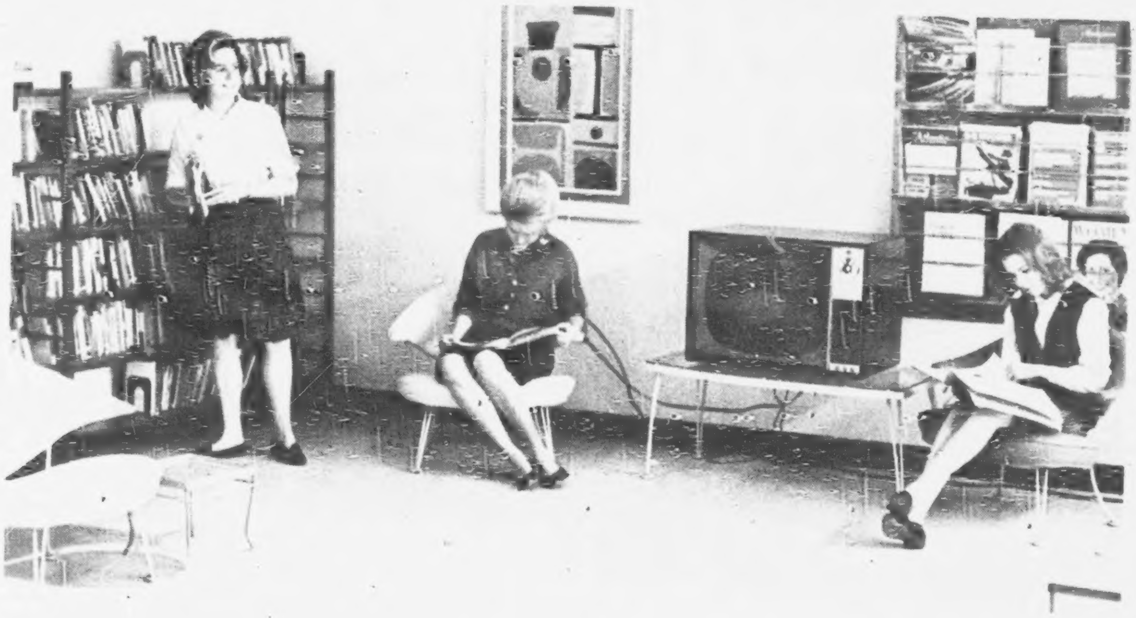
The final examination for the first semester reflects the accomplishments through independent study. The first and second parts consisted of a well-documented investigative paper on one of twelve controversial topics, and an analysis of Federalist Paper No. 6 (Alexander Hamilton - Publius), both of which projects were done independently. The third part of the examination, on which students could work together, covered a series of arguments taken from material covered in Huppe-Kaminsky, Logic and Language. The final examination was distributed to all students prior to their departure for the Christmas holidats so that a student could conceivably work on parts of it during her vacation, _if she so chose_. Students generally commented that this relieved some of the end-of-term pressures that are inevitable.

Special interest seminars also made extensive use of independent study. During the second semester students selected individual projects of a creative or critical nature. They gave progress reports and discussed their projects in weekly seminars during the first two months of the second semester. After that no formal seminars convened but students had frequent conferences with the instructor. A number of interesting papers came from the group. For example, a student interested in Child Study explored criticisms of education in the 19th Century English novel. Another student also interested in Child Study submitted an illustrated story for children, _The Brooklyn Mouse_. Another student submitted a collection of sketches of the Theophrastian mode. One student undertook a critical analysis of Mikhail Sholokhov's _Quiet Flows the Don_ and _Harvest on the Don_ in consideration of political influences on the artist. Perhaps the finest piece of work done by a student who studied poetic styles (Miller & Slote and Beach & Warren were her main sources) and, using a single theme, wrote poems in the romantic, realistic, impressionistic, expressionistic, etc., modes.

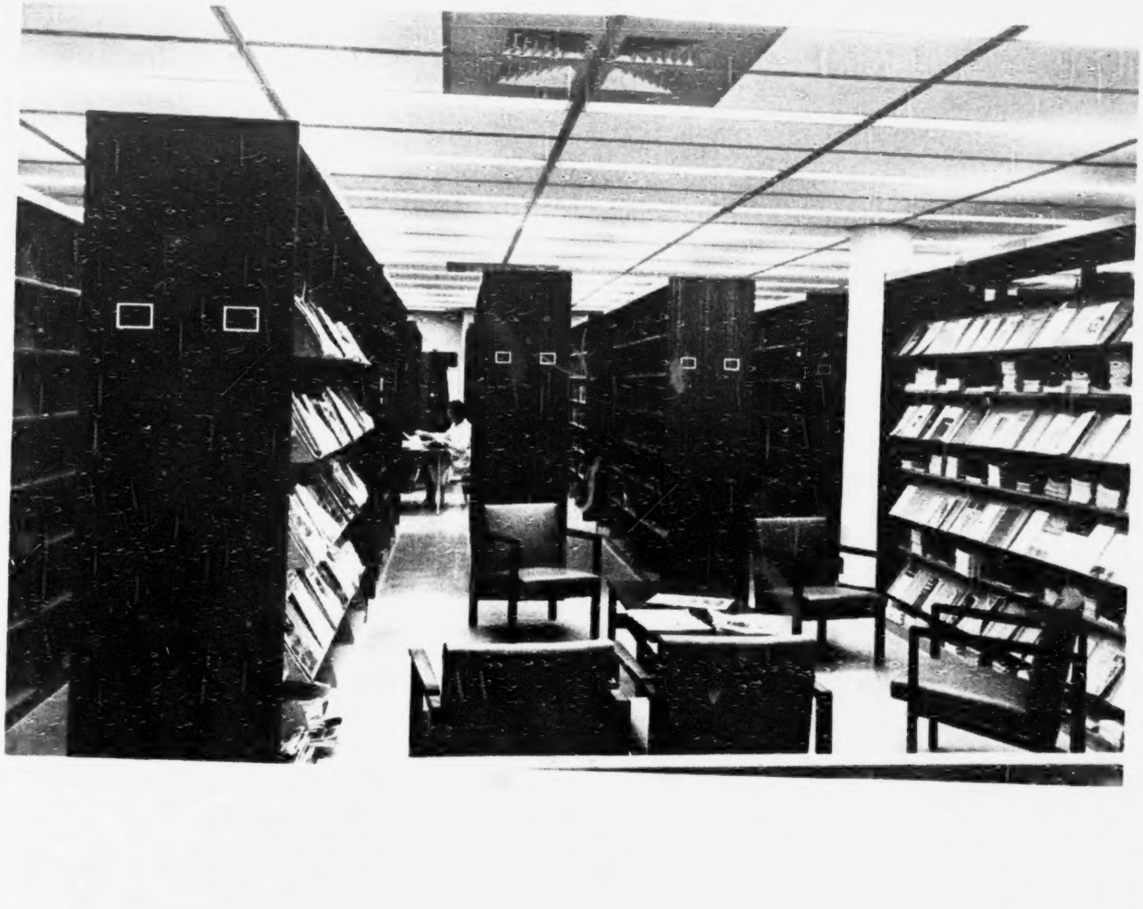
Mr. Shirky reports the following on his Humanities seminar in literature: In May this year, House Plan Humanities students studied literature. They were all assigned portions of the Humanities text dealing with the elements of literature, and types of literature. Shakespeare's _Othello_ was also required, and was to be the proving ground for elements of literature.

Mr. Shirky reports: In Humanities seven students were invited to participate in a special seminar on _Othello_. All were very articulate, and had shown ability to do independent work. An eighth student, a bright girl who had been making C's in Humanities, was highly indignant at being

House Plan students study independently in the Hugh Stephens Resources Library . . .



. . . or take advantage of their own collection of paper backs housed in Searcy Hall . . .



. . . or explore the stacks in the college library in search of material.

left out and came to me demanding to be made a part of the group. I consented. From that time, her work improved greatly, and as a matter of fact, she earned the only straight A in the unit.

Aside from reading and discussing the play during the three-week seminar, students were assigned library readings for background in writing two papers for the seminar; 1) "The Motivation of Iago", and 2) "Othello as a Tragic Hero."

Both of these topics are highly controversial, and assigned readings were selected to point this out. I was highly pleased with the level of their work. The essays were thoughtful, cogent, and to the point.

As a seminar leader, I found myself actually refereeing. They enjoyed their verbal free-for-all greatly and commented that they thought it highly profitable. I hope it was. I found the group a joy to work with because of their sustained enthusiasm.

Miss Martin reports: Second semester seven students in Contemporary Social Issues were invited to participate in a seminar. These were superior students who had a substantial background and who expressed eagerness for an opportunity to explore individual interests and to work independently. Throughout the remainder of the year they were excused from the regular class sessions and met once a week, sometimes with the instructor and sometimes by themselves.

Each student selected a topic and wrote a paper which she submitted at the end of the term. These represented careful and extensive library research and in some cases personal interviews and correspondence. For instance a student working on "Superpatriotism, American Style" had considerable correspondence with the vice president of the National Education Program headquarters in Searcy, Arkansas. This same student had several interviews with journalists concerning the pressures exerted on the press by superpatriotic groups.

In addition to their independent study these students also read the textbook. They took the unit tests and the final examinations that were given the regular sections and all passed with scores in the top range.

The weeks of concentration during the first semester were also an important part of our experimentation with independent study and self instruction. There were four weeks of concentration, two in each semester. One week was given to Basic Beliefs followed by one for Social Issues. During these two weeks there were no meetings of or assignments in Communication and Humanities. The latter two courses scheduled weeks of concentration during the first two weeks of the second semester and classes were held for Communication and Humanities only, while there were no meetings or assignments in Social Issues and Basic Beliefs.

A period of concentrated work in the Judgment and Representation of Passion Unit of the Communications course occurred during the first two weeks of the second semester. Classes met daily for one hour in groups of one hundred.

This unit aimed to explore some of the historical stimuli for various literary art forms and thus to provide the student with traditionally valid criteria for evaluating literature as art and as a communicative medium. Although the emphasis was on poetry and drama, lectures were supplemented by slides and reproductions of paintings to identify the relationships between art forms.

Mrs. Chapman summarized the advantages of the concentrated period in Communication as follows:

1) It compressed one month's work into a two week period. Thus, the balance of the semester could be devoted to reading, analysis,

and evaluation of essays, poetry, romances, novels, short stories, and drama.

2) It provided a background in literary devices that was timely for the anticipated literature unit in the Humanities course. The Humanities instructor estimated it freed approximately two weeks of his in-class time for a more intensive treatment of Othello.

3) Results of examinations at the close of the concentration period reflected a marked insight into the correlation between art forms as communicative media.

4) Student comments suggested that the treatment of basic material without the ordinary interruptions in schedule was an effective aid for understanding the styles and philosophical concepts behind the semester readings in which they were already involved. The shortcomings of the concentrated period of Communication may be summarized similarly.

(a) The physical facilities were inadequate for meetings of 100.

(b) The hourly schedule was arduous for students. Humanities met at 9 a.m. and 11 a.m. Mondays, Wednesdays and Fridays; Communication daily Mondays through Saturdays at 10 a.m.

In view of the availability of the large lecture rooms in the new learning center, many of the physical problems for these large sections may be solved. The scheduling of concentration periods for the next academic year has been revised so that Humanities and Communication will not coincide.

Mr. Shirky's report on the weeks of concentration in Humanities follows: In February, all House Plan Humanities students met together for two hours each Monday, Wednesday and Friday morning for two weeks. A month's work on architecture was thus compressed into half the time. At 5:00 p.m. on these same days a review session was held in the same room with optional attendance.

The morning classes were devoted to straight lecture using slides to show the chronological development of structural principles and architectural styles in the Western world from Egyptian to Contemporary. Afternoon sessions were devoted to a series of teaching machine units on architecture with synchronized slides and lectures by Sanford Brandom of the Stephens Humanities department.

Students were expected to master stylistic features, structural principles and physical and social factors affecting 1) Egyptian (3000-1000 B.C.), 2) Greek (5th century), 3) Roman, 4) Early Christian and Byzantine, 5) Romanesque, 6) Gothic, 7) Renaissance, 8) Eclectic, and 9) contemporary architecture.

I have never had better results with this unit. The test results were quite good, the papers for the most part showed a clear understanding of the subject and student enthusiasm was very apparent.

This unit, in my opinion, was highly successful for three reasons; 1) the compressed time schedule, 2) the fact that students were asked to draw what they had learned, and most important, 3) the slide-lecture.

The period of concentration in architecture was purposely placed just before the House Plan study project. In March, sixty students worked for a week in New York, and although many of them chose to work in areas other than Humanities, their response to architecture was one of constant surprise and delight. As one student put it, "Now I stand still, and the building moves."

Dr. Bates' report on the period of concentration was submitted in considerable detail since it was in reality an experiment within an experiment--one in programmed teaching of logic. It can only be briefly summarized here, but it was deemed successful and has since been extended both to the course in formal logic and to the course in Basic Beliefs in Human Experience as it is taught outside of the House Plan.

The five courses, totaling 13 semester hours credit, given in the West Hall House Plan at the time of this experiment are Communication, Contemporary Social Issues, General Humanities, Basic Beliefs in Human Experience, and Ideas and Living Today. The last is a one-hour course meeting two one-hour periods a week and taught by way of closed circuit TV to all the first-year students. It continued its regular schedule during the week of concentration on Logic. The other four are each three-hour courses, twelve hours of each of the students' total maximum load of nineteen hours. None of these courses had classes during the week of October 29 - November 2, 1962, except Basic Beliefs in Human Experience which met for thirty minutes of explanation on Monday at 9 a.m. and for a fifty-minute examination on the next Saturday morning, beginning at 10 o'clock.

The instructions given to the 105 students at the Monday session were as follows:

1. The text of which each student has a copy is the only material to be used. It presumes no previous knowledge of, or specific preparation for, its mastery. Each student "begins from scratch". The principles to be learned could(and probably should) be taught to children.

2. Each student is expected to master (not merely superficially to understand) the principles and methods as set forth in the text.

3. The student is responsible to instruct herself by means of the text alone. This means

   a) that there are no class meetings for instruction
   b) that there should be general insistence upon having for oneself, and granting to others, undistracted study.
   c) that emphasis must be placed on the student's doing the thinking, reading and all prescribed work for herself.

The work can't be done by a committee. (I greatly stressed this phase "for yourself", over and over.

d) that students may talk it over with other students, but not until they have first done the work for themselves.

e) that no student will seek any faculty member's help, since the experiment is aimed partly at discovering to what extent learning can be achieved under conditions in which teachers are involved at a minimal degree of administrative control.

f) that the student will follow the text material as it is given, taking it a step at a time, seeking to master each step, and not skipping over any part of the material.

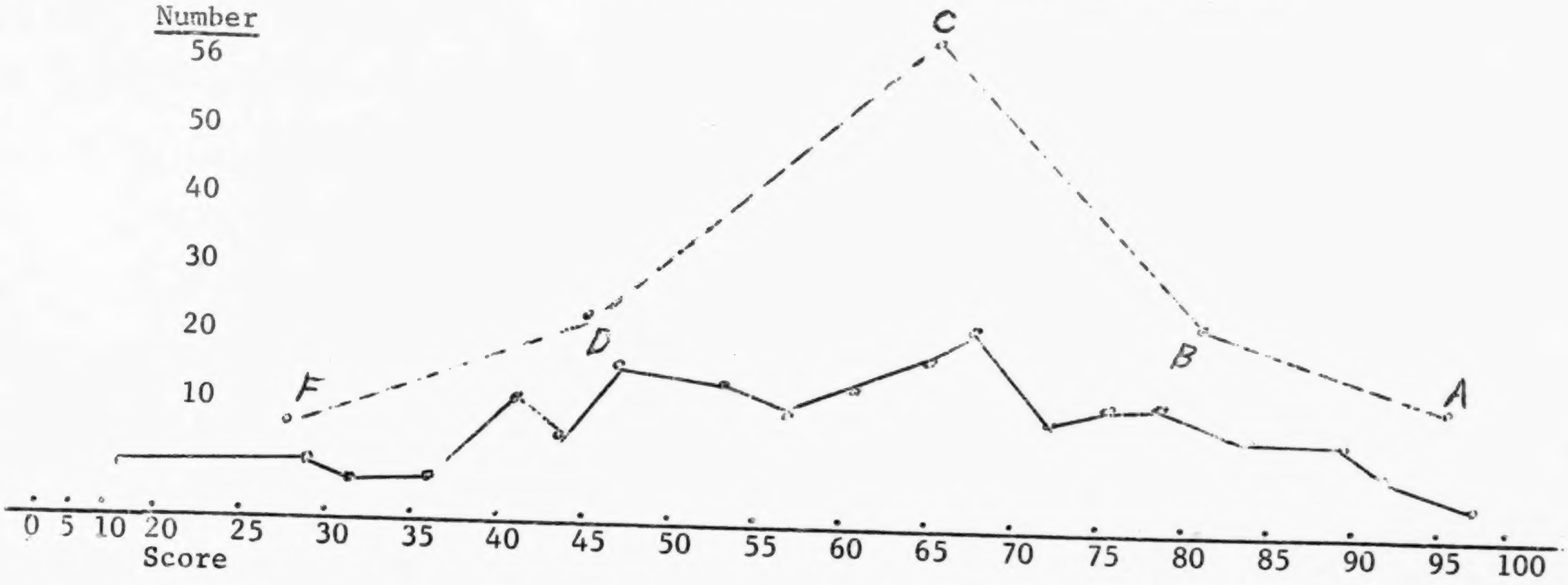
4. Each student will keep a detailed daily record of specific times spent in study, the total number of hours each day, and the point in the material where she is at the end of each day. I stated that release from four three-hour courses to concentrate on this, gave the student the equivalent of nine hours for each course, less 1-1/2 hours for the first session and the examination, or a total of 34-1/2 hours. I also suggested that probably 15 hours would be a minimum amount of time necessary to achieve mastery.

The test scores are based on 100 possible points, each of the 25 questions being worth 4 points. The scores are arranged according to a theoretical curve of distribution of grades, with the average being 62. Thus the distribution is as follows:

Score	Number	Grade	Number	
96	1	A	8	25
92	2			
88	5			
84	5	B	17	
80	6			
76	6			
72	6	C		56
68	15			
64	12			
60	9			
56	6			
52	8			
48	8	D	18	24
44	4			
40	6			
36	1	F	6	
32	1			
28	3			
24)				
20)	None			
16)				
12	1			
			TOTAL	105

The following observations are worth noting:

1. There was a wide range from the lowest to the highest score.
2. There was a remarkably symmetrical distribution of scores.



3. The scores are probably generally lower than one would hope. A passing score of 60 and an average score of 70-80 would have been better.

This last observation has a significant relation to the amount of time the students spent on the material. Although 34-1/2 hours were available the average total time spent was 18-1/2 hours, hardly more than one-half of the 34. A chart was prepared and analyzed.

The following observations on the time spent are worth noting:

1. The average time spent by the students making F was less than the average for any other grade group.

2. The 8 students making A include 4 who spent more time than the average spent by those making C, 2 who spent less time than the average for those making F, 1 who approximated the average time for the A group, and 1 who spent the least time of any of the students, a phenomenal 5 hours and 10 minutes. The A group includes students who have the capacity to apply effort and time as well as those who grasp the material quickly.

3. There was one in each grade group who spent less than 10 hours; and twenty out of the whole group who spent 25 or more hours. Only two spent more than the 34-1/2 hours allowed, each of whom spent 37 hours. One of them scored 84 and one 52.

4. One of the most important observations on the time spent is that at least 75% of the students should have and could have spent from 10 to 20 hours more on the study than they did. Undoubtedly part of the reason for their not making optimum use of their time is that it was a new experience, occuring fairly early in their first weeks of college dormitory living.

5. A final important observation on the time has to do with the fact that one such week devoted to one subject, with three other 3 hr. courses giving a week's time in the trade, is equivalent to four weeks of the course

in the usual schedule. In the usual schedule no student could ordinarily have spent less than the 10 hours required in class attendance at 12 50-minute classes, and probably most students would have had to spend an additional minimum of 10 hours in outside preparation--a total of 20 hours. When the 1-1/2 hours for the initial explanatory session and the examination period are added to the average 18 hours spent on this experiment in concentrated self-instruction in Logic, the time compares with 20 hours in a usual schedule of a 3-hour course for four weeks.

Observations on the results of an opinionaire administered shortly after the examination revealed these results:

1. One student objected as greatly as she could to the experiment.
2. The evidence of approval by the students is overwhelming.
3. The "definitely bad" judgments are generally negligible but are analyzed in the full report made of the experiment.

The benefit to teachers of self-instruction methods and periods of concentrated study is so obvious that it hardly needs more than to be mentioned. It is the benefit of giving teachers more time. What a different feeling we get when there was more time for planning future work, for more careful evaluation of previous work, for grading papers, for individual conferences with students, for reading, study and writing in relation to the teachers field of special interest! All this is so obvious, especially to teachers, who like those in Stephens College, average a 15 hour teaching load, plus responsibilities as advisers, committee work, sponsorships, etc. Either self-instruction methods or periods of concentration can give more time to teachers. The combination of the two can give even more time. No doubt the possibilities are indefinitely large for releasing both students and teachers from the inefficiencies of traditional work schedules, by the use of newly developing programs and arrangement of time, without decreasing and probably increasing, learning.

Conclusions Regarding Independent Study

As a result of our experiment the following conclusions stand out:

1. The periods of concentration on a course or two as a variation from a regular schedule are beneficial both to learning and to teaching.

2. Methods of self-instruction have significant advantages; for instance:

a) Objectives and definite materials are created, developed or designated, so that everyone concerned--teacher, colleagues, administrators and students--can agree on what is being taught and what is being learned. I realize that a great deal of the stuff of education cannot be thus objectified. But a great deal more of it can be, than is now the case, and it remains to be proved just exactly what it is that the teacher can do which cannot be done as effectively and efficiently by the methods and materials of self-instruction.

Theoretically, and maybe in some instances not so theoretically, significant education can take place where a college puts the student into a program of work with its deadlines and examinations, and there are no classes and perhaps, even no teacher for that segment of credits. There is a great deal of sentimentality about the necessity for personal teacher-student contact. Of course contact is needed, but it certainly is not needed for every hour of every credit earned by a student! It is even detrimental sometimes and especially when it is a substitute for a student's doing her own work.

b) Methods of self-instruction can make perfectly clear to a student that whatever is going to happen in a course or a segment of a course depends on no one but herself.

I am convinced that this is the *sine qua non* of education. *They are right who say "all education is self-education." They are righter who say this, and then give the student no reason to think that what happens will depend chiefly upon what the teacher does. It will be by making the effort to teach certain things by tools of self-instruction that their limitations will be clarified, and consequently the clarification of those places where the teacher is indispensable*.

3. The more easily managed structure of the House Plan contributes in an important way to such varieties of scheduling as our experiment opens up. No doubt, there are a great many varieties of possible and desirable schedules of work which could be used under various House Plan programs. Perhaps a good number of these schedules could be adapted to the usual college-wide programs, but the problems entailed in experimenting with a college-wide program would be initially so great that much of the experimentation had better be done in House Plans. In fact, an experimental college would probably do well to establish a variety of House Plans as its controlled laboratories for trying out new things in education, as well as its basic administrative units for doing certain types of education more adequately.

The following recommendations seem to be important outgrowths of the experiment reported here:

1. *The use of periods of concentration should be continued and, perhaps, should be increased, and other variations tried.*

2. *Specific plans and materials for self-instruction should be developed and those already tried should be enlarged and improved*.

3. The possibility of developing self-instruction materials for the learning of other subjects treated in the philosophy course could be studied in the light of experience gained in the learning of logic through self-instruction.

4. Attention should be paid to ways of making it possible for the slower student to master the materials of a self-instruction unit, in addition to, or instead of, the ordinary ways used in dealing with the average student. The same interest should be shown in the student who masters the material rapidly.

While these suggestions are much more far-reaching than the immediate experiments being discussed here, it is clear that much progress in the use of self-instruction materials will inevitably lead to the necessity of adapting the college's time requirements for graduation and regulations about student load to the variable paces of individual students. Such a consideration as this suggests that methods of self-instruction can improve education greatly by dealing honestly with each individual student, requiring a higher minimum of achievement and allowing the slow student time enough to meet that standard and still recognizing the ability of the quick student and disallowing any standard geared to the average to hold her back. Even in the initial stages of experimenting with methods of self-instruction, attention must be paid to what is likely to happen when a college starts taking individual differences this seriously.

Besides the conclusions and suggestions contained at various points in the foregoing reports on independent study, it remains only to state that this is an area of great importance for the improvement of teaching and our experience so far encourages us to continue and to elaborate on the possible ways of having students assume more responsibility for their own education.

Paperback Library

The paperback library of approximately 700 volumes was used extensively. A student committee was appointed early in the year and assumed the responsibility of keeping the book shelves in order and of reminding students to return books when they were through with them. The staff feels strongly that this collection of books is a valuable feature of the House Plan.

Magazines

The magazines ordered for West Hall House Plan were: Horizon, Christian Century, Atlantic, The Reporter, The New Yorker, Saturday Review, Poland, U.S.S.R., Atlas, Current, Between the Lines, and the Sunday edition of the New York Times.

The 1963 Field Study Trip

This year the field study projects in New York City included 60 students and four faculty members. The remaining 37 students and one faculty member centered their project study in Columbia, using Kansas City and Fulton for one day trips.

As previously the field trip to New York produced work of high quality and significence for the individuals. The projects in Columbia were also diversified and praiseworthy. Of the 37 students who elected to take their study project in Columbia, 21 worked in Humanities, 11 in Contemporary Social Issues, three in Basic Beliefs and 2 in Communication.

Advising

The House Plan lends itself particularly well to an effective advising program. The frequent class contact with advisees makes it possible for the adviser to follow and evaluate the student's academic progress at frequent intervals. The proximity of the adviser to the Hall Counselor has also proved advantageous in connection with student personal and social adjustment.

Staff Meetings

Staff meetings were held regularly on Thursday afternoons. The topics discussed most frequently were: individual student progress academically and socially; course programming to integrate material whenever possible, for example students reading Plato's Republic for Basic Beliefs discussed in Communication the Cave metaphor as a rhetorical device and in Contemporary Social Issues some of the political implications; scheduling of tests and assignments so work did not pile up unnecessarily; hall morale; field study projects; teaching methods; public relations; evaluations of various parts of the program.

The House Plan staff wholeheartedly approves of the weekly staff meeting. It is felt that only by sharing materials and information, discussing students, and planning together, are the objectives and purposes of the House Plan experiment achieved.

The Social Program in West Hall

During the fall workshop, the House Plan faculty planned a modest social program for 1962-63 as the best means to achieve some of their objectives. On the first advising day, the faculty served coffee and sweet rolls to all residents at nine o'clock, dividing the group into advising conferences at 10 o'clock. This very simple little breakfast party, planned to help the teachers get acquainted with all the girls, was most helpful in creating a friendly atmosphere.

In October, the faculty instituted and helped the Junior Steering Committee execute a combined tea and open house for all teachers of West Hall students outside the House Plan.

Late in the second semester, the 1961-62 West Hall residents still on the campus were invited by the faculty to an informal afternoon tea. The teachers wished to talk with these girls in regard to their ideas and evaluation of their house plan experience. About 50 students attended and it was such an enjoyable occasion for both guests and hosts that it seems worth continuing.

The Hall Social Committee charged with the responsibility to plan the final hall party chose to have a picnic dinner in honor of the faculty. These students arranged a program of entertainment ending with a clever and appropriate presentation of individually marked cups and a large coffee pot for use in the faculty office. About 90 people enjoyed this party which the girls called "the best party all year" and the faculty thought it indicated hall unity and high student morale.

Some Suggestions on Evaluation

Our West Hall House Plan staff is proud and pleased to be connected with such an important educational experiment. We are especially grateful for the opportunities for personal growth as teachers which directly results from the greater-than-usual scrutiny to which our work is subjected. In general we agree that much of what we have seen of the data gathered for the evaluation for the years of the experiment is pertinent, relevant and useful to the accuracy being sought. The judgment that it has been a highly successful venture is consistent with our intimate knowledge of what has transpired.

Knowing that a more nearly true evaluation depends upon very complicated considerations and that no absolutely accurate evaluation of any educational undertaking is possible, we wish to record here some suggestions about the gathering of the data and the use of the evidence which we believe will be helpful in assessing the degree of the success of the House Plan experiment.

The problem of who are the most competent judges of the various pertinent factors, leads inevitably to the conclusion that competency would likely not depend basically upon whether the judge is the teacher, the student or the administrator. The ideal and thus impossible judgment would, of course, be one which would emerge from all the viewpoints of the groups and persons having important first-hand experience with the program. It is an approximation to this ideal that is to be sought. Thus the judgments of each of these three groups are essential.

It is our opinion that the order of degree of competence to evaluate any educational enterprise depends upon the amount of data, the quality of the data, the objectivity of the data and its interpretation, the ordering of the meaning of the facts according to an understood system of values, and the expert intuition of degree of educational success--an intuition akin to the older musician's appraisal of the performance and growth of a musician in training. On all these matters intelligent and well-intentioned persons will find room for disagreement.

This is to say that the evaluation of education--and it may also apply to education in general--is a science, a philosophy and an art--hence the complexity and difficulty of both education and its evaluation.

Against this background we offer the following suggestions without any effort here to argue them or explore their implications. We think they are important and hope they may contribute something to the judgment of the degree of success of the House Plan.

First, despite the handicap of the difficulty of being objective, teachers are the best judges of what happens in education. They have to strive for objectivity and honesty in evaluating their students. The grades they give their students are significant data for measuring their success in achieving their goals with the particular students under consideration. No other person had the advantage of the sustained experience of a course and his students responding to his overall purposes. It is essential to find out what teachers think of their successes and failures and what they think causes them. Too often there seems to be a tendency to discount the teacher's judgment. This is a mistake. Even if the teacher's judgment should, after consideration, be wrong, what he thinks about it is primary data. His judgment should be solicited.

Second, it is essential to find out what students think of their successes and failures and what they think causes them. Their judgment about their teachers is also pertinent data. Even if their judgment should, after consideration, turn out to be wrong, what they think about it is primary data. Their judgment should be solicited. A mistake to be avoided here is due to the tendency to over-emphasize the student's judgment.

Third, we have found the attitudes of students are directly affected by the circumstances of the demands and anxieties connected with their studies that happen to prevail at particular times. Hence data taken from interviews with samplings of students require interpretation in the light of these circumstances. The circumstances at any one time are specific and can be indicated by the staff.

Also, interviews with students are better when they are frequent enough and are with enough of the same students to allow for something approximating the expression of the students' whole reaction to the education she is experiencing.

A student's whole reaction, furthermore, goes beyond her one year in the House Plan. We think it would be important to ask former House Plan students who have finished considerable of their second year under the regular program to express themselves on the weaknesses and strengths of both the regular and the House Plan programs. In addition, some response from those who have gone on to other schools after graduating from Stephens might be useful.

Fourth, we think that the purposes and methods, and the uses to be made of the pre-testing and post-testing of the House Plan students, are an important part of the evaluation and will deserve discussion with the staff. We are intrigued by the fact that measures are being used which may or, in some respects, may not relate to the intentions we as teachers have worked within. We wonder how well the measures used in these tests correspond with what we have tried and have not tried to accomplish. Discussion of these results may show us where we have been trying inappropriate things or have been neglecting appropriate things in our courses and in the House Plan program in general. We hope the results of these tests will be available soon.

Residence Counselor's Comment on the House Plan - Naomi Holt

The "living and learning philosophy" of the House Plan offers many advantages to the residence counselor who must also function as an adviser, a teacher, and an administrator in the residence hall.

The weekly House Plan staff meeting and the cooperation of the House Plan faculty provides an invaluable means of working with students. With five people interested in each individual student, problems are noticed sooner and more resources are available to both the student and the counselor.

The excellent paperback library and large collection of good magazines enhances the academic atmosphere in the hall and contributes to the concept that the residence hall is the center of learning.

The flexibility of schedule in the House Plan which makes it possible to invite guests of the College, other faculty, students, and community leaders to meet with West Hall students gives opportunity for valuable discussion groups to develop.

Since there are no Seniors living in the hall, Juniors are given responsibilities for themselves, each other, and student government within the hall immediately. It is easier to set standards for the group as a whole and for individuals and to expect results. It is an advantage to the residence counselor to be able to present the rules and regulations necessary for group living to the new students directly without interpretations from Seniors.

The absence of Seniors in the hall is also a disadvantage. The House Plan faculty can set standards, interpret rules and regulations, and answer questions about the campus and classes but it is very difficult for them to pass on intangible traditions and loyalties which are transmitted from Seniors to Juniors living in the same hall. We try to overcome this disadvantage through work with the Senior Advisory Committee for orientation, and next year their work will be supplemented by work with a West Hall Alumnae group.

An important objective of the residence counselor is to help each girl in the hall to be a responsible member of the group and to participate in its government. The House Plan assumption that learning and living are the same activity has many advantages in helping the residence counselor to achieve more nearly this and other objectives.

Comment on Teaching in the House Plan - James M. Shirky

In my opinion, the single most important factor in whatever success the West Hall House Plan has had, is that student opinions and student values are neither generated nor governed solely by the students; they rise out of the total effect of personal association with faculty members and more especially, from the values implicit in the House Plan courses.

House Plan students over the past three years have, I believe, shown a strong tendency to emulate in their private lives, what they have learned and grown to respect in their courses. Because I believe this to be evident, I am pleased to be a part of such a program. It is, I think, a valid experience in living and learning.

Comments on Teaching in the House Plan - Jewell Chapman

Teaching in a House Plan is unique in that it affords a faculty member extensive opportunities for professional growth. It provides for a greater rapport with faculty in other fields and is a stimulus for exploration of methodologies not necessarily practiced in a given discipline.

Experienced teachers often become so involved in their own area that they fail to be aware of or to make use of data or materials that have a broader relevance than is generally recognized. For example, philosophical concepts are implicit in social or aesthetic controversies. Also significant in the educative process is the understanding of art forms as communicative media. Thus, the correlation between disciplines becomes more graphic and can lead to a more enriching course for both teacher and students.

Teachers who are new to the profession can derive great benefit from a house plan experience. It helps them to avoid the pitfalls of academic provincialism and enforces flexibility. It is gratifying to witness so early in a career the extent to which student achievement in one area can contribute to her overall academic experience. This is perhaps the greatest reward of all.

Conversely, lack of achievement becomes more readily apparent when it is reflected in several courses and reported at frequent staff meetings so that immediate remedies may be considered.

The rewards are ample compensation for the unusual demands that House Plan teaching make on a faculty member's energies and time.

Comment on Teaching in the House Plan - Dorothy Martin

The residence hall is a vital center of the student's total college experience. It is here that she ordinarily spends a considerable amount of time and it is here that the peer culture has profound influence. Group living is an education all its own. That faculty should be concerned with the content of the peer culture and the dynamics of group living as well as with subject matter of various academic disciplines is logical and realistic. Ideally education involves the student's total experience. The

House Plan makes it possible to at least approximate this educational ideal.

The House Plan retains the advantages of the small college while benefiting from the opportunities provided by the larger academic community. It is possible to know students better and more quickly. Communication between faculty and between students and faculty is greatly facilitated. The opportunity to work cooperatively with congenial colleagues is professionally stimulating and personally gratifying.

The program is definitely "teaching centered". The faculty member has considerable opportunity to experiment. He is free to deviate from the traditional program without conflicting with the students other academic commitments. A possible weakness in this regard could be that if experimentation for the sake of experimentation would be confusing and somewhat frustrating for the student. The freedom to experiment necessitates responsible planning so that student security is not jeopardized.

Comment on Teaching in the House Plan - Leslie Bates

Two things stand out to me as advantages in the House Plan. The first has to do with teaching in general, the second with teaching first-year philosophy in particular.

First, said simply, it is obvious that in the House Plan a teacher can teach more effectively than he can in our regular program, because he knows his students better.

In the House Plan every individual person both teacher and student, is always presented to every other one as being within a constellation of mutually experienced, and therefore consciously assumed, personal relationships and shared work. The individuality of all the persons is consequently enhanced. Put negatively, persons within the House Plan never meet each

Guests lecturers and artists lecture or talk informally to House Plan students . . . At left, Shakespearean scholar Dr. Hardin Craig lectures to students in Searcy Hall.

At right, violinist Paul Doktor talks informally to House Plan students when he visits the Stephens campus.

other merely at the level of the single dimension of contact which in ordinary teacher-pupil one-course confrontations always has to overcome the handicap of the people involved being known to each other only through that one occasion. To overcome such handicap within the usual college schedule would be the exception and not the rule, and would always require one to go out of his way. In the House Plan this degree of comparative superficiality of personal relatedness is avoided automatically. The House Plan avoids the circumstances in which the patterns of the typical student's program, conditions of residential living, and personal relationships are so beyond his reach that the teacher feels incapable of knowing even in general outline what they are, to say nothing of affecting those patterns if he should want to do so for the sake of the student's deriving greater benefit from his course. The House Plan also avoids the circumstances in which the student and the teacher are forced to deal with each other simply and centrally on the basis of the single one-course occasion of their knowledge of each other. Every student deserves to be known by his teachers better than that. Otherwise, neither the student nor the teacher would deserve to be in the college. Most college students and teachers are not as well-known by each other as they merit.

The adviser in Stephens College serves the function of compensating for the deficiency in the regular schedule to which I have been pointing. In the House Plan each teacher's knowledge of the actual educational problems and progress of each of his 100 students is greater and more accurate than the typical adviser's knowledge of the actual educational problems and progress of each of his 10-12 advisees. Besides this, each teacher knows 20-22 of these persons, who are his own advisees, through the instruments and program of the usual advising done by Stephens College faculty members.

Concerning the possible objection that a teacher or student might get to know another too well, this would not happen any more in the House Plan than anywhere else, since such knowledge of another is usually due to a peculiarity of individuals or their circumstances. Generally, House Plan teachers feel that if they could know their students and advisees still better, better education would result. The depths and mysteries of human personality are not so easily laid out to view. In the House Plan, as anywhere, a wise teacher sensitively and conscientiously distinguishes between the times when it is better, for the growth of the student, to engage in deeper communication with him, and when it is better to withdraw from conversation so as to force the student back upon his own resources.

The second thing I like about teaching in the House Plan is that it gives a teacher of first-year philosophy a definable advantage. It would be difficult to teach philosophy if every student in a college were required to take it. It is a serious lack in education generally in the United States that philosophy suffers comparative neglect. In the easy free-election principle in our college, the House Plan places a student under greater commitment to do the work and to succeed in the course. As such the Plan stands between the extremes of general requirement, on the one hand, and easy free-election on the other.

As a teacher of first-year philosophy I regard this as an advantage and my experience in teaching philosophy causes me to have confidence that the first year of college is not too soon to begin philosophy. If conditions are sufficiently supportive, the great bulk of students gain something from this course which has a beneficial effect on all their other courses as well as on their future education. The House Plan gives me a better opportunity to bring students into the conditions of intellectual challenge for I have greater assurance that they have committed themselves to master the requirements and expectations of the course. The benefits are directly the fruit of the provocations of the course. Again, the constellation of experiences is the favorable factor. The student can and does accept a larger challenge when it is incidental to a larger commitment.

In addition to the list of House Plan films, students were also shown films from the four departments whose courses are represented in the House Plan.

The foreign film series in downtown Columbia was stressed throughout the year by bulletin board announcements and faculty recommendations. Many students saw "Utamaro," The Seventh Seal," "The Bicycle Thief," "The Cranes are Flying," "L'Aventura," "The Bridge," "The Sky Above and the Mud Below," and "The Devil's Eye."

House Plan Film Schedule For 1962-63

The following films were selected by the West Hall House Plan staff on the basis of usefulness, intrinsic value and variety.

1. Nanook of the North	(documentary on Eskimo Culture)
2. Twelve Angry Men	(American Jury System)
3. Pather Panchali	(rural life in India)
4. Gospel in Stone	(Medieval sculpture and architecture)
5. The Titan	(Life and Works of Michelangelo)
6. Grapes of Wrath	(American Social Problems)
7. Ten Days That Shook the World	(The Russian Revolution)

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A FINAL SUMMARY AND APPRAISAL

Lewis B. Mayhew

The Stephens College House Plan experiment has been a three year effort to blend residence hall living, academic work, advising and use of newer techniques of instruction into a newer and hopefully more effective educational effort. It involved placing approximately one hundred students in a single residence hall and requiring them to enroll in a number of courses in common which were taught by a single team of instructors. These faculty members typically were assigned offices in the residence hall and were expected to advise students, consult with each other about their courses and so to coordinate their efforts that greater flexibility would result both for their work and for that of their students. During the experiment a number of devices were employed. Thus, extensive field trips, independent study, elimination of upper-class advisers known as senior sisters, and intensive use of a large number of readings published in paper backed book form all were tried. Although the three year experiment was conceived of as a unified effort, modification was made each year, hence a clearer notion of the nature of the House Plan can best be obtained by considering separately each of the three years.

First Year 1960-61

For academic year 1960-61 one new residence hall, called West Hall, was designated the House Plan. One hundred freshmen students, selected from something over three hundred applicants, were assigned to this hall and agreed to take the common courses in General Humanities, Contemporary Social Issues, Communication, Psychology and Ideas and Living Today. Students were allowed to take an additional course outside of the House Plan, but the common courses were taken from the five faculty members assigned to the project. There were teachers in each of the four prescribed courses and the residence hall counselor. In addition to the formal course-related activities, the House Plan featured a collection of paper backed books which students were encouraged to use freely, visits from consultants, field trips including one long one to allow a stay in New York City, and various hall activities designed to create a high *esprit de corps*. Upper class students served as senior sisters. The teaching faculty served as advisers, hence the advising load was somewhat heavier than is normal on the Stephens College campus. This last seemed feasible inasmuch as the teachers were so intimately acquainted with students in classes. A member of the counseling staff maintained direct liaison with the House Plan.

Second Year 1961-62

During the second year of the experiment three House Plans were created. West Hall continued as it had the previous year with only a few modifications. No senior sisters were involved, the course Psychology was replaced with a philosophy course called Basic Beliefs in Human Experience, the time of the Spring Trip was changed to coincide with vacation and the course scheduling was made more flexible. A second first-year House Plan was created in Terrace Hall. It resembled the first plan but emphasized science rather than philosophy. Further, it did use senior sisters and involved some faculty members who had offices outside the residence hall. The third House Plan involved second year students who had spent the previous year in West Hall. They took only three courses in common, Mathematics, Masterpieces of English Literature, and Marriage and the Family. Since the number was small, one of the smaller, older residence halls was used. Also, since the faculty had other responsibilities they were not provided offices in the residence hall. Thus, they did not involve themselves as deeply in the lives of their students.

Third Year 1962-63

In the third year of the project only one House Plan operated. This was for first year students and consisted of almost a replication of West Hall of the previous year. Still greater use was made of flexible scheduling and of independent study. Indeed, each instructor deliberately designed a period for independent study. Some use was made of programmed instruction and again field trips figured prominently in the year's work. More effort was made to integrate curricular materials but office hours for faculty were rearranged so that faculty had more time for their own professional growth. In addition, a more sustained effort was mounted to acquaint the rest of the campus with what was being attempted in the House Plan.

Evaluation 1960-63

Such in gross terms was the Stephens College experiment in House Plan education. Each year's activity has been described and evaluated in considerable detail and recorded in previous reports represented in foregoing chapters. It is now appropriate to attempt an overall assessment of the effort to determine (1) how well it fared, (2) its impact on Stephens, and (3) its likely impact on the rest of collegiate education.

When the House Plan project was originally designed a series of objectives or desired outcomes were stated. However, as the first faculty began planning for the first year House Plan, a more detailed set of objectives seemed desirable. These now appear quite sufficient as a base for an assessment of the entire three years.

1. To create an atmosphere conducive to intellectual growth. Students in each House Plan testified at considerable length with respect to this objective. They felt that the curriculum was the very center of their lives

at college. Some even suggested that intellectual concerns had become so central for them that dates had become something of a problem. Unless their dates shared their growing intellectual concerns they felt they would rather be by themselves. They generally felt that the House Plan was a demanding experience which they valued for its own sake and for the training effects for future academic work. And their test scores seem to support this contention. Their values shifted to a more theoretical level, they grew in knowledge and critical thinking ability and they continued to view Stephens as an intellectually oriented place. They believed that the faculty was genuinely concerned with intellectual development.

2. To stimulate and facilitate self-learning and individual initiative. The evidence here is in one sense more ambiguous. Students believed they received a great deal of assistance from their teachers and felt this was wise. However, they also saw the first year in the House Plan as a protected entry into the more independent last year in college. Particularly those who were in the House Plan the first year testified to its value but also to the sense of greater freedom which they experienced after they left the House Plan. However, the students also valued the opportunities to do independent study and felt that this was one of the most rewarding experiences they had had. One student, for example, was pleased with having been able to study through a long section in logic without the assistance of her teacher. Students in West Hall were also gratified that they could adapt to collegiate life without the aid of senior sisters. The very absence of these mentors placed considerable responsibility on House Plan students to which they seemed to respond well. During the second and third years of the experiment the decision to rotate faculty members on duty in the offices in the afternoon seemed to help students to achieve greater independence.

3. To integrate dormitory living with the academic program. It is with respect to this objective that the House Plan seemed most successful. Students became enthusiastic about their House Plan experience early and maintained it throughout the year. They felt that the constant pressure of their teachers was an important stimulus. The fact of all students working on the same problems at the same time enhanced morale and provided mutual support when academic problems seemed unbearable. Students could and did find assistance from other students and here a great deal of common learning took place. They found that participation in cultural events as a group also yielded important rewards. Cultural events became topics of conversation for days. Of course so did the curriculum. The field trips and the required reading outside the context of individual courses also were seen as important contributors to the general intellectual tone of the House Plan experience. While the faculty regarded these students as not particularly outstanding in academic ability, the students believed that the arrangements within the House Plan motivated them highly toward academic work. Students said time and again that the House Plan brought learning and living together.

4. To explore new patterns of teaching (i.e., large group meetings, seminar sessions, tutorial, reflective periods). Some variance existed between the three years of the experiment. During the first year not much radical innovation of scheduling was attempted, but by the third year many different methods had been attempted. In several courses one large lecture was given each week followed by small group discussion. This proved quite successful despite the fact that the room in West Hall most frequently used was not ideal for large group work. In General Humanities the entire group was divided in half for a weekly lecture, each of which was followed by discussion. In the future in this

course the discussion classes only will be used. Although Stephens College does not have a formal examination period, the West Hall House Plan created one and found it satisfactory. Perhaps the biggest innovation with flexible scheduling came in connection with independent study. Although there were minor variations because of differences in courses, the typical effort involved freeing students from all formal course work for a period of intensive concentration on one subject. An additional element of flexibility was allowed through informed arrangements between faculty to free students if one of the other faculty members wanted to count a special project.

5. To develop and experiment with methods of instruction using closed circuit television and other audio-visual or electronic devices. Although the House Plan made some use of these things they cannot be judged among the essential. Some programs were viewed over television, some independent study made use of programmed materials and some films were viewed. However, other parts of Stephens made much greater achievement of this particular objective.

6. To study factors in group dynamics which produce more effective learning. The three years' experience produced considerable evidence on this matter. First, the composition of the team of faculty members seemed to be of enormous significance in determing how well the House Plan functioned. Teachers for a house plan should be competent to teach their courses but should also be, in W.H. Cowley's words, "democentric rather than logocentric." Further, the mix of students seems important. In one year several students found themselves in the House Plan although they were not particularly motivated toward academic

subjects. Interview data quickly suggested these students disturbed the rest of the group. The organization of the tele-cast course called Ideas and Living Today suggested appropriate and inappropriate ways of mixing students. Using the adviser as the class leader seemed the best way and using instructors not part of the House Plan seemed the least effective. But perhaps the biggest single factor in the group dynamic was the House Plan group itself. Students and faculty develop a high morale which persists even during the periods of normally low morale which affect the entire campus.

7. To eliminate overlapping of subject matter from several disciplines and to show the relationship between the disciplines. This complex objective was variously achieved. In both West Hall and Terrace Hall students remarked that they were taught logic in several different courses but they were confused by the different approaches to the subject. Then, too, they felt that at times particularly during the early months, teachers did not coordinate work requirements sufficiently. On the other hand, the field trips seemed important for integrating disciplines. Similarly the teachers themselves, by being aware of what others were doing, also suggested the interrelationship between fields. Ideas and Living Today, when taught by House Plan teachers also made some contribution although a few students felt that Ideas and Living Today was unnecessary since the rest of the curriculum was so well integrated. Especially during the third year of the project. The faculty found ways of avoiding overlap of courses.

8. To experiment with the use of time in(a) new patterns of class scheduling, (b) counseling situations, particularly group counseling, (c) scheduling out-of-class experiences as extensions of instruction, i.e., field trips, cultural events. The House Plan clearly demonstrated the flexibility

inherent in a single curriculum. Thus, students could be freed from all other course requirements to concentrate for a week or more on one course. Similarly, the fact of all students being in the same courses allowed the extended field trip to New York. Instructors did not need to concern themselves with make-up work. The House Plan made extensive use of the rich fare of cultural events which the College sponsored. These came to fill an essential function as one additional focus on academic or intellectual matters. Further, the required attendance developed habits of attending which persisted into the second year. The advising program seemed to be as effective as it was in the rest of the institution although advisers were responsible for twenty students each in place of the normal eight to twelve. Advisers could meet their advisees as a group to attend to routine matters since the schedules of the rest of the campus did not need to be considered. And individual conferences seemed much more significant since the adviser possessed such a wealth of information about students.

9. Through flexibility in scheduling to allow the faculty more time for professional growth. During the first year of the House Plan experiment this was clearly not achieved. Faculty felt strained and were putting in many more hours than was normal. However, by rotating office hours so that only one faculty person was available during the afternoon gave some relief. The use of large lectures also provided more freedom. The large segment of independent study allowed the faculty to have a concentrated period for other professional work. Group advising for routine matters also seemed an effective device for saving faculty time. By the end of the experiment faculty were convinced that the House Plan method could allow them more freedom. And students did not suggest any diminishing of faculty effectiveness. The

experiment did suggest, however, that a House Plan assignment should be the only major assignment given to a faculty member. The several attempts at joint appointments left the faculty member feeling pushed and students somewhat frustrated.

10. To integrate the counseling function and instruction function of the faculty member. In a real sense the distinctions between advising and teaching disappeared in the House Plan. The frequent individual consultations with students about class work blended into conversation about other matters. Classroom work quickly revealed when problems were beginning to emerge so that appropriate remedial effort could be made at once. The free exchange of knowledge about student performance between the faculty made advising highly effective and relevant.

11. To experiment in the extra-class program with (a) new organization in junior halls (b) giving responsibility to new students as early as possible (c) new responsibilities for the senior sister (d) use of hall meetings to support the academic program. While the Terrace Hall House Plan was somewhat at variance, the experience of West Hall clearly suggested that inculcation of first year students could be achieved without senior sisters. Once basic information about the College became available, first year students could and did become responsible for their own affairs. Further, they felt that the very lack of senior sisters forced them to become more mature more quickly.

Relevance of the House Plan Experiment for Other Institutions

In general then the House Plan experiment demonstrated the feasibility of most of the objectives set for it. An important factor in a project such as this is the relevance of the findings for other institutions. Is it possible that the House Plan concept could be adapted to help solve some of the vexing issues which plague higher education?

The House Plan clearly serves as one model by which large groups of students can be divided into smaller groups to achieve those educational objectives which require intimate face-to-face contact. The fact that large complicated institutions such as Michigan State University or the Santa Cruz branch of the University of California have begun to develop similar features suggests the broad applicability of the notion.

As institutions become larger, and the best available evidence suggests that the largest institutions will increase the most rapidly, ways must be found to profit from the advantages of size without losing the personal factor. Cluster colleges, particularly in the schools of liberal arts and sciences in the largest institutions may well be the answer.

The House Plan also suggests that a limited number of teachers offering a prescribed curriculum can increase productivity without jeopardizing education. Thus, the House Plan demonstrated that the advising load could be increased. It further showed that a student-faculty ratio of 20-1 could be maintained and at the same time giving the student a great deal of personal attention. The secret, of course, is to keep the number of variables at a minimum to insure the highest flexibility. In the Stephens House Plan students take one class outside the House Plan. This one variable caused some of the more serious problems such as forcing the spring field trip into a less desirable time. If all courses students took were within a house plan even greater faculty productivity would be possible.

The House Plan experiment also suggested how the curriculum could be made more significant for students who were not particularly oriented to high academic achievement. The very concentration of attention on curricular matters which can come from bringing students and teachers together in a residence hall blocks out distractions which interfere with educational effort in other situations. Presenting students with a variety of stimuli for academic effort in a situation which brings social pressure to bear on students to encourage response to these stimuli makes a major difference in intellectual tone.

One of the most important lessons from the Stephens College House Plan was the redemonstration of the need for detailed faculty planning for a complicated educational experiment. The fact that The Fund For The Advancement of Education grant allowed faculty members to spend time in the summer working out the details for the following year enabled most of the House Plans to be successful. The one House Plan in which faculty members were away during the summer, making summer planning impossible, ran into rather serious organizational problems.

Implications for Stephens College

But it is for Stephens College that the experiments were conducted and it is for that institution that the major implications have significance.

Stephens College has long retained a free elective system made viable through careful advising. The House Plan curriculum was a prescribed one, hence in one sense was inconsistent with the philosophy of the institution. However, the students in the House Plan did not find prescription oppressive. Indeed, many registered for the House Plan because it did offer a rounded program of the liberal arts. It now appears that a college such as Stephens can retain its faith in free exploration and selection, yet offer one or several patterns each of which contains some elements of prescription.

Actually this has always been true. Students who wished to transfer to another institution at the end of two years took courses prescribed by that decision. The Bachelor of Fine Arts degree program also is a prescribed one. The free election operates at the point of selecting that program. Similarly as long as real freedom of choice is possible among a number of programs, the House Plan fits into the Stephens College orientation.

Stephens has long maintained a low student-teacher ratio and a low adviser-advisee ratio in the belief that individual contact is important for education. The House Plan has demonstrated that for some students, organized in a specific way, the virtues of close personal contact between faculty and students can be maintained but with a higher ratio than normally prevails. Very likely the entire institution should never organize itself into House Plans. However, it is conceivable that several could eventually be established. The institution could afford some of the essential special features such as summer workshops for faculty simply because of the more efficient student-teacher ratio during the academic year.

Residence halls also figure prominently in the Stephens conception of education. They have been organized to contribute to the student's total growth a number of elements not attainable in classrooms. The House Plan demonstrated that the values of residence hall living can be combined with classroom work in such a way that each gains strength from the other. This is not to suggest that the House Plan organization is better than other residence hall organizations. It does show that many patterns are possible. Thus senior sisters play an important role in some halls. In the House Plan they were shown to be unnecessary.

The eventual high degree of integration developed between the courses taught in the House Plan suggests ways by which other patterns of courses could be brought closer together. The summer planning by a group of faculty, the weekly conferences which were interdisciplinary and the deliberate search for integrating factors were all of significance and could all be adopted by other groups.

The House Plan experiment is finished. It has demonstrated the feasibility of such an organization. Now the House Plan has taken its place as a new but essential part of the Stephens program. During the first several years the House Plan must be given some preferential treatment as any infant industry is aided during the formative years. While the nature of any junior house plan will always be open to discussion it now appears that first year establishments are most appropriate. Further, the pattern of the West Hall organization suggests the one which should be followed for the next several years. This involves four prescribed courses plus the Ideas and Living Today course with the option open for girls to take one or two courses outside of the House Plan.

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Appendix I

Geographical Distribution and Religious Affiliation

1960 - 61

Geographical Distribution

Alabama	1
Arizona	4
Arkansas	2
California	8
Colorado	4
Florida	2
Georgia	1
Illinois	5
Indiana	5
Iowa	8
Kansas	2
Kentucky	1
Louisiana	2
Maine	1
Massachusetts	1
Michigan	4
Minnesota	2
Mississippi	2
Missouri	4
Montana	3
Nebraska	2
Nevada	1
New Hampshire	2
New Mexico	1
New York	5
North Dakota	2
Ohio	6
Oklahoma	4
Oregon	1
Pennsylvania	2
Tennessee	3
Texas	3
Virginia	1
Washington	3
West Virginia	1
Wisconsin	1
Japan	1

Religious Affiliation	No. of Students
Protestant	84
Roman Catholic	6
Jewish	5
Eastern Orthodox	1
Greek Orthodox	1
Christian Science	1
No professed religion	2

Appendix II

Geographic Distribution and Religious Affiliation

1961 - 62

Geographical Distribution

Alabama	2	Mississippi	4
Alaska	1	Minnesota	4
Arkansas	1	Missouri	7
Arizona	2	New York	3
Connecticut	1	North Carolina	1
California	18	Ohio	6
Florida	7	Oklahoma	6
Georgia	3	Oregon	1
Hawaii	1	Pennsylvania	4
Indiana	6	Tennessee	2
Iowa	2	Texas	7
Illinois	5	Utah	1
Kansas	2	Wisconsin	1
Kentucky	1	Washington, D. C.	1
Louisiana	1	Pakistan	1
Massachusetts	2	England	1
Michigan	2	Korea	1

Religious Distribution

Catholic	5
Jewish	11
Presbyterian	19
Methodist	16
Evangelical	1
Congregational	5
Christian Scientist	3
Lutheran	3
Episcopal	18
Christian	3
United Church of Christ	1
United Brethren	1
Baptist	6
Unitarian	1

Appendix III

Geographic Distribution and Religious Affiliation

1962 - 63

Geographic Distribution

Arkansas	1	Missouri	6
Arizona	1	Montana	4
California	11	New Mexico	2
Colorado	1	Nevada	2
Florida	2	New York	4
Georgia	2	Ohio	6
Hawaii	1	Oklahoma	5
Idaho	1	Pennsylvania	3
Indiana	3	Tennessee	1
Iowa	3	Texas	6
Illinois	13	Virginia	4
Kansas	2	Wisconsin	4
Kentucky	2	Wyoming	1
Massachusetts	1	Puerto Rico	1
Michigan	7	Lima, Peru	1
Minnesota	2	Mexico	1
Mississippi	4		

Religious Distribution, 1962-63

Baptist	3	Jewish	10
Catholic	3	Lutheran	4
Christian	3	Methodist	24
Christian Science	2	Presbyterian	21
Congregational	5	Universalist	1
Episcopal	19	No preference listed	13

Appendix IV

COMPARATIVE STUDY OF HOUSE PLAN STUDENTS (1960)
AND ALL OTHER ENTERING STUDENTS (1960)

Two measures were used, the total score of the American Council Psychological Examination and the STEP Reading Test. Both tests were administered to all entering students in September 1960. The purpose of the study was to learn whether or not there were significant differences between House Plan students and other entering students in terms of ability for academic work (ACE) and reading ability (STEP Reading Test).

House Plan Students	N = 100
All other entering students	N = 928

American Council Psychological Examination (Total Scores)

	Mean	Standard Deviation	Median
House Plan Students	102.35	21.02	101
All other entering students	100.15	20.22	101

STEP Reading Test

	Mean	Standard Deviation	Median
House Plan Students	48.8	9.42	50
All other entering students	46.86	9.09	48

Critical Ratios were computed to ascertain the significance of the difference between the means. Critical Ratio for the ACE was 1.00. Critical Ratio for STEP Reading was 1.97.

Summary:

The difference between the means on the total scores of the American Council Psychological Examination was not significant. In terms of this measure of academic ability there did not seem to be any real difference between the House Plan students and all other entering students.

The difference between the means of the STEP Reading Test was significant at the five percent level of confidence, i.e., a difference this size would occur by chance five times in one hundred. To put it still another way, the difference on the reading test scores of the two groups seems to be a real difference not a chance difference.

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Appendix V

COURSES TAKEN OUTSIDE THE WEST HALL HOUSE PLAN

1960 - 61

Division	Department	No. of Students	Credit Hours
COMMUNICATION	Speech	1	3
PHYSICAL EDUCATION	Physical Education	4	1
HOME AND FAMILY	Consumer Problems	1	3
	Personal Appearance	48	1
	Child Study	18	3
HUMANITIES	Art	6	3
		3	2
	Literature	5	2
		2	3
	Music	25	1
	Theatre Arts	1	3
LANGUAGES	French	8	3
	Spanish	15	3
OCCUPATIONS	Aviation	2	3
	Business Education	5	3
	Fashion	7	3
	Retailing	8	3
	TV	1	3
RELIGION AND PHILOSOPHY	Religion	1	3
	Philosophy	11	3
SCIENCE	Biological	5	3
	Physical	2	4
		2	3
MATHEMATICS		1	3
SOCIAL STUDIES	Social Science	1	3
		6	1

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Appendix VI

COURSES TAKEN OUTSIDE THE WEST HALL HOUSE PLAN

1961 - 62

		No. Students
DIVISION OF SCIENCES AND MATHEMATICS		
Department of Biological Science	Introduction to Science	1
Mathematics Department	College Algebra	1
DIVISION OF THE ARTS		
Art Department	Introduction to Art	3
	Interior Design	2
	Life Drawing	4
	Water Color	2
	Drawing and Color Theory	2
	Principles of Interior Design	4
Fashion Department	Fashion Illustration	2
	Intermediate Clothing	3
	Elementary Clothing	1
Music Department	Piano	4
	Chorus	10
	Voice	4
	Wind Instruments	2
	Symphony Orchestra	1
	Theory of Music	1
	Organ	1
TV, Radio, Film Department	Fundamentals of Production	1
	Performance Arts I	3
DIVISION OF SOCIAL STUDIES		
Psychology Department	Beginning Psychology	19
Social Science Department	Interpretation of World News	9
History Department	European History	4
DIVISION OF LANGUAGE, LITERATURE AND PHILOSOPHY		
Language Department	French Composition & Conversation	1
	Intermediate French	5
	Elementary French	6
	Spanish Composition & Conversation	1
	Intermediate Spanish	2
	Elementary German	3
	Intermediate German	1

Literature Department	Masterpieces of World Literature	4
	Modern Poetry and Prose	1
Religion & Philosophy Department	Religions of Mankind	2
DIVISION OF HOME AND COMMUNITY		
Child Study Department	Child Study	18
Consumer Problems Department	Family Consumer Problems	1
Personal Appearance Department	Personal Appearance	19
Aviation Department	Aviation in the Modern World	4
Business Education Department	Introduction to Business	2
Retailing Department	Introduction to Retailing	9
Physical Education Department	Stable Management	5

Appendix VII

COURSES TAKEN OUTSIDE HOUSE PLAN BY WEST HALL STUDENTS FIRST SEMESTER

1962 - 63

Analytic Geometry and Calculus - 1 *

Beginning Psychology - 17

The Bible as Literature - 1

Child Study - 12

Classical Mythology - 1

College Algebra - 1

Concert Chorus - 4

Developmental Reading - 2

Drawing and Color Theory - 2

Elementary Clothing - 5

Elementary Folk Dancing - 1

Elementary French - 5

Elementary German - 2

Elementary Spanish - 1

European History - 5

Family Consumer Problems - 1

Fashion Illustration - 1

Floriculture - 1

Flute - 1

Fundamentals of Production I - 1

General Botany - 1

General Zoology - 4

History of Western Art - 1

Intermediate French - 5

Intermediate Spanish - 7

Interior Design - 1

Intermediate Clothing - 1

Interpretation of World News - 6

Introduction to Art - 4

Introduction to Business - 1

Introduction to Retailing - 4

Introductory Shorthand - 2

Introductory Typewriting - 2

Life Drawing - 1

Masterpieces in World Literature - 9

Performance Arts I - 3

Personal Appearance - 21

Piano (1 hour) - 8

Piano (3 hours) - 1

Principles of Interior Design - 6

Progressive Typing - 1

Spanish Composition & Conversation - 1

Special Service in Reading - 1

Stable Management and Care of Horses - 5

Voice - 2

Voice and Diction - 1

Water Color - 1

* Number of girls taking course.

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Appendix VIII

COMMUNICATION SCORES--WEST HALL HOUSE PLAN

1960 - 61

	STEP Reading Test		STEP Writing Test		STEP Listening Test	
Grade	Campus	H.P.	Campus	H.P.	Campus	H.P.
A	5.5%	14%	5%	9%	6%	10%
B	23%	38%	26%	40%	27.6%	28%
C	58%	40%	55.5%	42%	54%	51%
D	11%	4%	10.4%	3%	10.4%	6%
F	2%	0	2%	0	2%	0

Lab. Sections - (average points gained)

Reg.	8.80	9.86	8.05
H. P.	12.9	13.8	13.7

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Appendix IX

COMMUNICATION SCORES--WEST HALL HOUSE PLAN

1960 - 61

Grade	STEP Reading			Writing			Listening		
	Campus	60-61	61-62	Campus	60-61	61-62	Campus	60-61	61-62
A	5.5%	14%	9%	5 %	9%	5%	6 %	10%	9%
B	23 %	38%	25%	26 %	40%	24%	27.6%	28%	23%
C	58 %	40%	45%	55.5%	42%	44%	54 %	51%	53%
D	11 %	4%	13%	10.4%	3%	10%	10.4%	6%	10%
F	2 %	0	1%	2 %	0	4%	2 %	0	3%
?			7%			12%			1%

Laboratory Sections (average points gained)

	Reading	Writing	Listening
Reg. Sections	8.80	9.86	8.05
1960-61	12.9	13.8	13.7
1961-62	8.5	1.7	2.5

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Significant differences between experimental, control, pre-test and post-test groups

Table 1

Experimental vs. Control	Pre-test vs. Post-test		Experimental Group						Control Group					
Pre-test Post-test	Exper.	Cont.	Pre-test			Post-test			Pre-test			Post-test		
Test			$\bar{x}$	Mdn	σ	$\bar{x}$	Mdn	σ	$\bar{x}$	Mdn	σ	$\bar{x}$	Mdn	σ
Critical Thinking	1% +	1% +	28.9	29	7.3	32.1	32.5	6.7	28.9	27	7.9	32.7	31.5	8.4
General Culture II	5% +	1% +	19.7	21	6.6	20.7	20.0	5.4	18.2	17	5.5	21.4	22.0	5.5
IV	1% +	1% +	25.4	25	5.4	33.1	33.0	5.0	26.1	26	5.8	31.8	32.0	4.5
Inventory of Beliefs	1% +		66.5	65	11.8	71.3	71.0	13.1	68.0	70	15.8	70.7	66.0	18.7
Study of Values														
Theoretical	1% +	1% +	36.1	35	6.6	39.0	39	6.8	36.1	37.5	6.2	39.2	40.0	6.8
Economic	5% -		37.4	37	7.4	35.8	36	1.6	37.1	36.5	7.1	36.4	37.0	6.6
Aesthetic	1% +		41.1	40	8.6	45.0	45	8.8	40.1	39.5	6.3	48.8	45.0	6.8
Social			38.6	39	6.2	37.6	39	6.0	37.9	37.5	5.8	37.6	36.5	7.6
Political	1% -		39.7	39	6.4	38.7	39.5	5.4	40.3	40.0	5.5	39.0	40.5	5.0
Religious	1% -	5% -	47.1	48	7.6	43.8	45	9.8	48.2	47	8.8	44.1	40.5	8.4

Notes:

See Tables 1 and 2:
- + Post-test group had higher scores
- - Pre-test group had higher scores

See Table 2:
- C^{+} Control group had higher scores
- E^{0} Experimental group had higher scores

Significant differences between experimental, control, pre-test and post-test groups

Table 2

	Experimental vs. Control		Pre-test vs. Post-test		Experimental Group						Control Group					
					Pre-test			Post-test			Pre-tes			Post-test		
	Pre-Test	Post-test	Exper.	Cont.	x̄	Mdn	σ	x̄	Mdn	σ	x̄	Mdn	σ	x̄	Mdn	σ
ABA			1% +	1% +	3.0	3	1.8	3.5	3	1.8	2.9	3	1.3	3.2	3	1.8
ACH			1% -	1% -	8.5	9	1.8	6.2	7	2.2	8.4	8	1.3	5.6	5	2.6
ADA		1% E			6.7	7	1.6	6.9	7	1.8	6.8	7	1.6	6.4	6	1.6
AFF					8.9	9	.8	8.7	9	1.2	8.2	9	1.6	8.4	9	1.8
AGG			1% +	1%	1.8	2	2.0	4.1	4	2.2	1.6	1	1.8	3.6	3	2.1
CHA					6.4	6.5	1.8	6.3	6	1.8	6.6	7	1.8	6.1	6	1.8
CNJ		5% C	1% -		8.6	9	1.6	8.0	8.5	2.0	8.7	9	1.6	8.4	9	2.4
CTR			1% -		6.2	6	1.8	5.5	6	1.6	6.0	6	1.8	5.6	6	1.8
DFR	1% C+		1% -	1% -	5.1	5	1.6	4.7	5	1.8	6.1	6	1.3	4.6	5	1.8
DOM			1% +		5.5	5	1.4	6.0	6	2.0	5.0	5	1.6	5.2	6	2.6
EIA		5% C	1% -		7.9	8	1.6	7.5	8	2.2	8.3	8	1.3	8.3	8	1.3
EMO	5% E°		1% -		8.6	9	1.4	8.0	8	2.2	8.2	8	1.6	8.2	8	1.6
ENY			1% -		7.8	8	1.6	6.4	7	2.0	7.6	8	1.6	7.1	7	2.1
EXH			1% -	1% -	8.4	9	1.4	7.6	8	1.6	8.5	9	1.3	7.5	8	2.1
FIA					6.0	6	1.4	5.9	6	1.6	6.0	6	1.6	6.1	7	2.1
HAR			1% -		7.7	8	1.6	7.0	7	1.4	7.8	8	1.1	7.4	8	1.1
HUM			1% -		8.3	9	1.4	7.7	8	1.6	8.6	8	1.1	8.0	8	2.1
IMP					6.3	7	2.0	6.5	6.5	1.8	6.0	6	2.4	6.4	6	1.8
NAR			1% -	1% -	8.8	9	1.2	8.1	8	1.2	8.8	9	1.3	8.0	8	1.3
NUR		1% E	1% +		8.3	8	1.2	8.6	9	1.4	8.2	8	1.6	7.2	7	2.1
OBJ			1% -	5% -	8.6	9	1.2	7.6	8	1.6	8.3	9	1.3	7.5	7	2.1
ORD	1% C	1% C	1% -	5% -	7.2	7	1.2	6.2	6	1.6	7.9	8	2.1	7.2	7	1.3
PLY			1% -	5% -	7.1	7	1.4	6.6	7	1.6	7.1	7	1.3	6.4	7	2.4
PRA	5% E		1% -	5% -	6.8	7	1.6	6.0	6	1.8	6.3	6	2.1	5.6	6	2.1
REF		5% C	1% -		8.5	9	1.6	7.7	8	2.0	8.8	9	1.6	8.5	9	1.3
SCI			1% -	1% -	7.2	7	2.2	6.2	6	2.2	7.4	8	2.1	5.7	6	2.6
SEN			1% -		6.9	7	1.6	6.5	7	1.6	7.0	7	1.6	6.6	7	1.8
SEY	1% E		1% +	1% +	6.8	7	1.6	7.3	7	1.6	5.7	6	1.8	7.1	7	1.6
SUC					6.8	7	1.4	6.7	7	1.2	6.6	7	2.4	7.0	7	1.8
UND		5% C	1% -		7.7	8	2.0	6.5	7	2.2	7.9	8	1.6	7.3	7	1.8

Test Characteristics Index